The Bachelor of Education (Early Childhood) is a four year degree which will qualify you to teach primary school children. As a graduate, you will be eligible to register as a teacher in the Northern Territory or in other states of Australia as it is a nationally recognized qualification.

Course Objectives
The Bachelor of Education (Early Childhood) is a four year degree which will qualify you to teach primary school children. As a graduate, you will be eligible to register as a teacher in the Northern Territory or in other states of Australia as it is a nationally recognized qualification. This course focuses on the knowledge, skills and understandings you will need to become a dynamic and competent Early Childhood teacher. During the course, there are 145 days of professional placement in schools to help you put theory into practice.

Admission requirements and selection procedures

- Year 12
- Preparation for Tertiary Studies (PTS)
- mature age entry
- special entry through Institute Accreditation, Admissions & Progressions Committee
- articulation with other courses
- Advance standing and credit exemptions may be granted through the Institute’s procedures for RPL and credit transfer.

Course length
To become a qualified teacher, you must complete the Bachelor of Education. It is a four year full-time degree. You are able to study on a part-time basis.
Course Structure
You must complete 320 credit points or 32 units to receive the Bachelor of Education. You must undertake 80 credit points or eight units of study for each year of full time study.
The course is delivered through residential workshops. The workshops are held at Batchelor and Alice Springs campus. Most units of study require two one-week-workshops per semester.

Course Fees
You will be charged a HECS fee for every unit you do (whether you finish the unit or not).? The fee will be the current base level determined by the government. For further information on the cost of individual units refer to the Batchelor Institute website: http://www.batchelor.edu.au.

Unit Summary

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<th>Unit</th>
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| Year 2 - Semester 1 | Unit Count - 4 | | | |
| ECE201 | Young Children’s Language, Literacy and Numeracy | 10 | Core |
| EDC111 | Introduction to Reading and Writing | 10 | Core |
| EDP201 | Literacy and Literature I | 10 | Core |
| ECE202 | Working in an Early Childhood Setting | 10 | Core |

| Year 2 - Semester 2 | Unit Count - 5 | | | |
| EDP122 | Introduction to Science | 5 | Core |
| EDP121 | Introduction to Mathematics | 5 | Core |
| ECE203 | Leadership, Management and Advocacy | 10 | Core |
| EDC211 | English for Educators | 10 | Core |
| ECE204 | Leading in an Early Childhood Setting | 10 | Core |

| Year 3 - Semester 1 | Unit Count - 4 | | | |
| EDP302 | Approaches to Teaching Mathematics | 10 | Core |
| EDP303 | Approaches to teaching Science | 10 | Core |
| EPE201 | Language Education and Culture | 10 | Core |
| EPP221 | Teaching for Diverse Linguistic Backgrounds | 10 | Core |

<p>| Year 3 - Semester 2 | Unit Count - 4 | | | |
| ECE301 | Contesting Early Childhood | 10 | Core |
| EDP202 | Working in Multilingual | 10 | Core |</p>
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**Year 4 - Semester 1**
Unit Count - 4

**Year 4 - Semester 2**
Unit Count - 3

### Individual Unit's Descriptors

#### Year: 1 - Semester: 1

**Public communications**
Unit Code - ICP101 Credit Points - 10 Unit Type - Core

This unit introduces students to the values, genres and skills of public speech and action through a study of rhetoric. The unit exposes students to the long and powerful history of public speech and public action by Indigenous peoples in their struggle for human and Indigenous rights. Students learn the textual patterns and strategies used in public speaking to create speech that is powerful and persuasive. This unit will also introduce students to the conventions and structures of academic discourse. Students are required to explore and research a core public value both individually and collectively and present this in the public domain. The power of public speaking, the affirmation of Indigenous identity and an analysis of current political discourses are all implicit within the collective celebration of Indigenous voices. Students will also gain confidence by speaking in front of a public audience. This unit is based on a group work approach. Students are required to negotiate, participate, consult and support each other. The unit is designed to invite students to become strong Indigenous citizens, students and public leaders in ways that complement, extend and enrich their specific vocational/professional studies. The unit focuses on a collective celebration and each student will be assessed against their input as an individual to the collective whole.

**Development through the Lifespan**
Unit Code - EDP101 Credit Points - 10 Unit Type - Core

The purpose of this unit is to provide students with an understanding of human development for the purposes of teaching children in a variety of settings. It will introduce them to developmental issues, theories and principles that underpin learning and development throughout the lifespan with a particular emphasis on children from birth to age 15.

**Play Culture and Learning (Elective)**
Unit Code - ECE101 Credit Points - 10 Unit Type - Core

Play, Culture and Learning focuses on the critical importance of play in children’s early learning and gives students the opportunity to examine children’s development in the early years with a particular focus on play. The nature of play and the ways it is viewed by different theorists is explored, as well as debates about its place in an early childhood setting and with different age groups. It examines the common and unique features of play of Indigenous and non-Indigenous children and provides students with skills and understandings that will enable them to support and extend children’s play as well as to articulate its value to others. In this unit there is a strong developmental as well as cultural emphasis. Students will be encouraged to use their own experiences of play and those that they observe in communities to assess the fit or lack of fit between Indigenous and non-Indigenous theories of play.

**The Child as a Learner**
Unit Code - EPP101 Credit Points - 10 Unit Type - Core

This unit focuses on the child as a learner and builds on understandings of human development and theories of Learning introduced in EDP 101. Students will undertake a professional placement in a formal learning setting observing and supporting children’s learning. Students will be taught how to conduct child observations and case studies of children of different ages during field visits to learning contexts, both formal and informal, schools and other early learning setting.
**Year: 1 - Semester: 2**

**Telling histories**  
Unit Code - **ICP102** Credit Points - **10** Unit Type - **Core**

This unit introduces students to the ways in which Indigenous Australian histories are constructed and shape the lives of individuals and communities. The different ways that history may be told and used will be examined and discussed. Primary and secondary sources will be used to identify, compare and contrast the different perspectives that may be presented in various ways of telling and representing histories. The impact of histories on Indigenous communities and cultures will be explored. The unit is workshop-based.

**Young Children’s Health and Wellbeing (Elective)**  
Unit Code - **ECE102** Credit Points - **10** Unit Type - **Core**

This unit introduces students to the main health issues of Indigenous children and the ways in which early childhood educators can play a role in addressing them. This unit will address the social, mental and spiritual dimensions of health and wellbeing. The unit will help students to take a holistic approach that helps children adopt a healthy active lifestyle. Students will develop a basic knowledge of nutrition and explore the elements of the environment that influence eating habits. Health and safety issues are considered in relation to current policies which exist in a variety of early childhood settings including information about infectious diseases and the responsibility of early childhood educators to prevent the spread of disease in early childhood settings. Students will be given the opportunity to complete a first aid certificate.

**What is Education?**  
Unit Code - **EDP102** Credit Points - **10** Unit Type - **Core**

The unit introduces an interrelated historical, philosophical, and theoretical overview of education, to include the cross-cultural and social dynamic influences of past, present and contemporary societies upon education. Definitions of teaching and learning, schooling, curriculum, pedagogy, and epistemology or ‘ways of knowing’ will be presented.

**The Teaching and Learning Environment**  
Unit Code - **EPP102** Credit Points - **10** Unit Type - **Core**

This unit develops further understanding and skills of the learning environment drawing on the Bronfenbener’s idea of the expanding ecology of the learning context for students. The unit will support students to explore a range of teaching strategies and contexts for supporting children’s learning. Particular emphasis is placed on exploring what makes a supportive learning environment both physically and emotionally and ways teachers and professional carers do this. Students will plan, and implement a number of teaching cycles for a specific group of children under supervision of a qualified teacher paying particular attention to the kind of learning they wish to develop and the resources, relationships and environments required for this. Students undertake a practicum in an early Childhood or primary setting.

**Year: 2 - Semester: 1**

**Young Children’s Language, Literacy and Numeracy**  
Unit Code - **ECE201** Credit Points - **10** Unit Type - **Core**

Focuses on those three areas of learning in the early years, beginning at birth, with a particular emphasis on how experiences in the years before formal school lay the foundations for children to become competent readers, writers and mathematicians. Emphasis is on children’s emerging language skills and ways of making meaning in the world that precede and provide a foundation for later reading, writing and mathematics. The unit will focus on ways that educators in the early years can provide for play, interactions and other experiences that assist very young children to become numerate and literate, as well as effective communicators. Creative and expressive arts will be looked at as forms of literacy.

**Introduction to Reading and Writing**  
Unit Code - **EDC111** Credit Points - **10** Unit Type - **Core**

This unit introduces students to written texts as powerful forms of communication. It introduces students to the cultural underpinnings of form and genre and the ways in which the written form shapes the content and message conveyed. As teachers of literacy, students need to be aware of the ways in which written texts are constructed and written and then read and understood.

**Literacy and Literature I**  
Unit Code - **EDP201** Credit Points - **10** Unit Type - **Core**

This unit introduces students to strategies for teaching first Language and initial Literacy. In most state curricula in Australia, this is developed in and through English. However, there are a number of schools in the Northern Territory where this is formally
developed through a language other than English. Students will begin to apply their understandings of how children acquire and learn language, what literacy is and the role of language in education, to develop an understanding of their role as teachers of language and literacy.

**Working in an Early Childhood Setting**
Unit Code - ECE202 Credit Points - 10 Unit Type - Core
This unit introduces students to the challenges of planning and carrying out a suite of appropriate learning experiences in an early childhood setting. The children may be of varying ages and have varying strengths, needs and interests. Emphasis is on creating inclusive contexts for learning, encouraging appropriate behaviour, and using a variety of materials to facilitate learning. In this unit students will work collaboratively with others to design, carry out and reflect on experiences that are based on careful observation of children and understanding of the overall program led by the mentor teacher. Students will undertake a supervised practicum of 15 days in a child care centre, taking on the teacher’s role for an increasing amount of time, leading up to planning and implementing a full day in the final three days of the practicum placement. In completing the two early childhood practicum units, students should have one practicum with children under three years of age and one with three to five year olds.

**Year: 2 - Semester: 2**

**Introduction to Science**
Unit Code - EDP122 Credit Points - 5 Unit Type - Core
This unit will explore scientific units in everyday concepts according to themes relevant (contextual) to the site of teaching or student’s community and of social significance. Students will engage in collaborative project inquiry based problem solving learning with a heavy emphasis on an interactive approach and discovery learning. Projects will have some fieldwork. There will also be some time devoted to key scientific concepts (e.g. gravity) from everyday life and from those that arise from the theme.

**Introduction to Mathematics**
Unit Code - EDP121 Credit Points - 5 Unit Type - Core
This unit will explore mathematics in terms of Spatial Sense, Measurement and Data Sense and Number Sense using themes/situations relevant (contextual) to the site of teaching or student’s community and of social and cultural significance. Students will engage in collaborative problem solving learning. The unit will be taught using an activity-based learning model. Activities will include undertaking readings from supplied and (independently) researched learning texts, textbooks, undertaking inquiries/investigations in collaboration with peers and with lecturer supervision/facilitation, completing personal reflections in regards to conceptual understandings, creating a body of work that demonstrates the learning of the mathematical concepts at one of the early childhood years; the primary years or the middle school years.

**Leadership, Management and Advocacy**
Unit Code - ECE203 Credit Points - 10 Unit Type - Core
This unit provides an introduction to the skills and knowledge needed to be an effective leader at all levels in an early childhood setting, including planning and ongoing evaluation, collaboration with colleagues, communicating with families and the community, and reporting on children’s learning and development. In addition, there is a focus on the particular skills and knowledge needed to manage an early childhood setting, including securing and managing funds, staffing, meeting accountability requirements and expectations, managing change, and engaging with quality assurance processes. The focus throughout the unit is on both the tasks and responsibilities within the setting and accountability and relationships with the setting’s broader community. As well, the perspective adopted is of the leader/manager as an ethical professional and a reflective practitioner.

**English for Educators**
Unit Code - EDC211 Credit Points - 10 Unit Type - Core
The unit is designed to help students achieve a critical mastery of English, a mastery that allows students to be confident in appropriating the language for Indigenous purposes yet counterbalanced by an understanding for the ways in which social power is enacted through the English language. In this Unit students will study the English language utilising a variety of approaches and methods. The students will also undertake practice in English language to fully understand the structure of the English language.

**Leading in an Early Childhood Setting**
Unit Code - ECE204 Credit Points - 10 Unit Type - Core
The focus in this practicum unit will be on understanding the role of the early childhood team leader; establishing and strengthening teamwork; integrating areas of learning and categories of experiences; collaborating with and guiding staff and children; planning implementing and evaluating a program over an extended period of time; communicating effectively with staff and families; and offering a program that meets children’s needs and fits within the context of family, culture and community.
Year: 3 - Semester: 1

**Approaches to Teaching Mathematics**
Unit Code - EDP302 Credit Points - 10 Unit Type - Core
This unit explores the pedagogy of teaching mathematics - the way children learn mathematics and the best way to teach mathematics. There is a strong focus on working mathematically, constructivist views of learning (the role of language, collaboration, problem solving and concrete materials), developmental stages of mathematical acquisition, increasing the knowledge of curriculum documents related to mathematics, the role of Indigenous mathematics and technology in mathematics teaching and the development and planning of integrated programs, lessons and activities.

**Approaches to teaching Science**
Unit Code - EDP303 Credit Points - 10 Unit Type - Core
In this unit, students will learn how to teach science in primary, middle years and early childhood settings. The unit will focus on the teaching strategies and planning approaches to use when teaching science, children’s conceptual development and how this can be addressed if it differs from scientific understandings.

**Language Education and Culture**
Unit Code - EPE201 Credit Points - 10 Unit Type - Core
This unit is designed to enable students to explore and reflect on the meaning, realities and uses of the concept of culture in contemporary Indigenous life; in education and in the day–to–day relationships between education and communities. The unit will explore the relationship of language and culture across two key concepts : social and cultural hegemony and social and cultural capital. The unit will introduce the concepts of the language community, dialects, registers and discourse and further develop understandings of how language is acquired and learnt.

**Teaching for Diverse Linguistic Backgrounds**
Unit Code - EPP221 Credit Points - 10 Unit Type - Core
This unit will introduce students to ways of identifying the language needs of a specific learning activity including the requirements of metalanguages such as science and maths (eg: “hypothesis” in Science, “add/ take-away/subtraction” in Maths) and the requirements of the written forms and those forms of English used in schools. Links will be made between the role of the first language in learning and developing concepts being studied in EDP 202. Students will undertake a school base practicum.

Year: 3 - Semester: 2

**Contesting Early Childhood**
Unit Code - ECE301 Credit Points - 10 Unit Type - Core
This unit provides an opportunity for students to look critically at a range of contemporary issues that impact on their practice as educators and as ethical active professionals in the early childhood field. The unit affords students a chance to engage with the profession in order to reflect on and challenge the status quo. Emphasis will be on encouraging students to approach issues from the perspective of the implications for themselves as Indigenous professionals as well as for Indigenous children and families.

**Working in Multilingual Contexts II**
Unit Code - EDP202 Credit Points - 10 Unit Type - Core
This unit introduces students to strategies for planning for teaching in more than one language or dialect. Students will develop an understanding of bilingual education, its underpinning theories, models, issues and its current status in NT Two Way education. The students will explore the implications of learners’ language background for planning teaching and learning in the classroom. They will be introduced to strategies for teaching second and foreign language teaching and working with the Indigenous Language and Culture, Language and TESOL and LOTE learning areas from the NTCF.

**Literacy and Literature II**
Unit Code - EDP301 Credit Points - 10 Unit Type - Core
Students will continue to develop their experience and understanding of a range of language and literacy pedagogies used in schools including a critical approach to evaluating language and literacy teaching strategies commonly used in Australian classrooms. Students will then consider a range of strategies for ensuring an effective approach to language and literacy teaching and learning in the diverse and inclusive classroom. A wide variety of theories and philosophies of language and literacy teaching will be presented.

Planning for different ways of learning
Unit Code - EPP211  Credit Points - 10  Unit Type - Core
This unit will introduce a range of schema for developing teaching and learning cycles including Bloom’s Taxonomy, Multiple intelligences and Indigenous systems of organizing and classifying knowledge. Students will have the opportunity to observe how teachers plan to achieve specific learning outcomes for an individual learner or group of learners and the ways in which teachers they implement these plans to cater for the diversity of children in the class. Students will be introduced to the NTCF and other formal curriculum documents and syllabi. They will develop lesson plans with the learning objectives developed from specific learning outcomes. Students undertake practicum experience in a primary setting.

Year: 4 - Semester: 1

Introduction to research
Unit Code - HSA301  Credit Points - 10  Unit Type - Core
Provides introductory studies in research frameworks, methods and issues. One of the unit’s aims is to demystify the concept of research. The unit studies quantitative and qualitative research. It examines the role of researchers, Indigenous and non-Indigenous, and the nature of and the relationship between researcher, participant and community. Students will have the opportunity to develop skills in critical analysis and to study and evaluate a number of research projects and reports. Students will be required to write a research proposal.

Early Childhood Practice in Context
Unit Code - ECE401  Credit Points - 10  Unit Type - Core
This unit enable students to develop and look critically at their perspectives and approaches and to see themselves and their profession in a broad context beyond their workplace. Desirable relationships and connections with other professions and disciplines as well as global issues that affect the lives of children and families will introduce students to some of the broader events, ideologies and issues which frame the current situation of Indigenous Australians and which will impact on their futures. Emphasis will be on helping students to view education as a vehicle for social change. This unit both introduces new topics and pulls together a number of the main topics from units taken earlier in the course in which students must have substantial skills and knowledge in order to be effective professionals. Topics explored include both those directly related to practice with children and families as well as broader contextual issues that impact on services.

Aboriginal and Torres Strait Islander languages
Unit Code - EDC212  Credit Points - 10  Unit Type - Core
Develops a deeper understanding of Indigenous languages in general and your own language in particular. It considers historical and current aspects of Indigenous language including language changes, shifts and coining. Language reclamation, revitalisation and maintenance are discussed.

Making Education work for Indigenous People
Unit Code - EPP411  Credit Points - 10  Unit Type - Core
This unit will draw on students’ previous and current study, interests and/or current teaching context to provide an opportunity to further develop understandings, knowledge and skills in making schools work for Indigenous children. The area of focus may be connected with the area of study chosen by the student as an elective in the Pedagogical Studies strand. Students will use action learning, critical evaluation and a range of assessment methods to measure the efficacy of their teaching.

Year: 4 - Semester: 2

Integrating the Curriculum
Unit Code - EDP402  Credit Points - 10  Unit Type - Core
In this unit students will investigate different models for developing an integrated program while maintaining the integrity of learning outcomes across a range of learning areas. Students have demonstrated their ability to plan units of work to achieve learning outcomes in specific learning areas; they have demonstrated their capacity to use a variety of resources to support learning in a specific learning area. This unit seeks to develop the capacity to bring these learning areas together in an integrated and holistic teaching and learning program framed within the ‘world of ideas’.

Working as a Professional Teacher
Unit Code - EPP421  Credit Points - 10  Unit Type - Core
Students will prepare a 10 week integrated program of work across all learning areas continuous with the program of their mentor teacher. They will undertake an action learning project in one learning area as part of this program. Students may team-teach in the first 4 weeks but it is expected that the final 6 weeks the will be taking the role of teacher under supervision of a registered teacher. The placement may undertaken in an early learning centre, child care centre, pre, or primary school setting subject to the approval of the practicum and placement co-ordinator.
Introduction to the Arts
Unit Code - EDP203  Credit Points - 10  Unit Type - Core
This unit explores the social and personal roles of the arts throughout history. It examines the intrinsic value of self-expression and the cultural values and beliefs communicated through storytelling and the arts. The second aspect of this unit is the role of arts in education through extensive use of the NTCF and its application.

Course Authorisation
Last update   Tuesday, 31 January 2012 10:48 am
Approved by  
Review Date  Sunday, 12 February 2012 10:15 pm

Source URL: http://courses.batchelor.edu.au/ofcourse/course/bachelor-education-early-childhood