

446AA Bachelor of Early Childhood Education

Year and Campus:	2010 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Undergraduate
Duration & Credit Points:	400 credit points taken over 48 months full time. This course is available as full or part time.
Coordinator:	Dr Jane Page
Contact:	Education Student Centre Alice Hoy Building
Course Overview:	<p>There will no new intake into this course after 2008.</p> <p>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 provides dual qualification for employment 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.</p> <p>The BECE course consists of six main areas of study:</p> <ul style="list-style-type: none"> # Teaching and professional practice comprises 115 days of supervised placement experience, 45 days in primary schools and 70 days in preschool settings. This strand will be closely linked to 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. # The child development strand provides a major study sequence of child development across the key domains of early childhood development from a cross-disciplinary perspective. # The 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. <p>Bachelor of Early Childhood Education (Honours) S11117</p> <p>To qualify for the Bachelor of Early Childhood Education (Honours) award a student must satisfy the normal course requirements and they must:</p> <ul style="list-style-type: none"> # 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 <p>obtain an average mark of 75 or more in all other subjects in the course.</p>
Objectives:	<p>Graduates of the Bachelor of Early Childhood Education will:</p> <ul style="list-style-type: none"> # 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;

	<ul style="list-style-type: none"> # 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 # have acquired the skills necessary to design research questions and conduct small-scale research. 																																																																		
Course Structure & Available Subjects:	Students undertake 400 points of study																																																																		
Subject Options:	<p>Bachelor of Early Childhood Education First Year</p> <table border="1" data-bbox="387 651 1485 1317"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC10020 Learning Area(EC): Arts 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC10018 Learning Area: Mathematics 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC10045 Teaching and Professional Practice 1A</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>EDUC10033 Learning, Teaching and Play 1A</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>EDUC10036 Physical Development</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC10034 Orientation to the Profession</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC10044 Teaching and Professional Practice 1B</td> <td>September</td> <td>6.25</td> </tr> <tr> <td>EDUC10032 Learning, Teaching and Play 1B</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC10035 Language and Literacy Development</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC10015 Learning Area(EC):Health & Physical Ed 1</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> <p>Second Year</p> <table border="1" data-bbox="387 1346 1485 2011"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC20023 ICT and Children's Learning</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC20022 Learning Area(EC): Mathematics 2</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC20059 Teaching and Professional Practice 2A</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>EDUC20041 Learning & Teaching for Young Children2A</td> <td>March</td> <td>6.25</td> </tr> <tr> <td>EDUC20045 Cognitive Development</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC20043 Dimensions of the Profession</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC20058 Teaching and Professional Practice 2B</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC20040 Learning & Teaching for Young Children2B</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC20044 Learning Area(EC): Society & Environment</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC20025 Learning Area(EC): Language & Literacy 2</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> <p>Third Year</p>	Subject	Study Period Commencement:	Credit Points:	EDUC10020 Learning Area(EC): Arts 1	Year Long	12.50	EDUC10018 Learning Area: Mathematics 1	Year Long	12.50	EDUC10045 Teaching and Professional Practice 1A	Semester 1	6.25	EDUC10033 Learning, Teaching and Play 1A	Semester 1	6.25	EDUC10036 Physical Development	Semester 1	12.50	EDUC10034 Orientation to the Profession	Semester 1	12.50	EDUC10044 Teaching and Professional Practice 1B	September	6.25	EDUC10032 Learning, Teaching and Play 1B	Semester 2	6.25	EDUC10035 Language and Literacy Development	Semester 2	12.50	EDUC10015 Learning Area(EC):Health & Physical Ed 1	Semester 2	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC20023 ICT and Children's Learning	Year Long	12.50	EDUC20022 Learning Area(EC): Mathematics 2	Year Long	12.50	EDUC20059 Teaching and Professional Practice 2A	Semester 1	6.25	EDUC20041 Learning & Teaching for Young Children2A	March	6.25	EDUC20045 Cognitive Development	Semester 1	12.50	EDUC20043 Dimensions of the Profession	Semester 1	12.50	EDUC20058 Teaching and Professional Practice 2B	Semester 2	6.25	EDUC20040 Learning & Teaching for Young Children2B	Semester 2	6.25	EDUC20044 Learning Area(EC): Society & Environment	Semester 2	12.50	EDUC20025 Learning Area(EC): Language & Literacy 2	Semester 2	12.50
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EDUC20007 Learning Area(EC): Arts 2	Year Long	12.50
EDUC30060 Teaching and Professional Practice 3A	Semester 1	6.25
EDUC30035 Adapting the Curriculum 3A	March	6.25
EDUC30016 Learning Area(EC): Language & Literacy 3	March	12.50
EDUC20004 Learning Area(EC):Health & Physical Ed 2	Semester 1	12.50
EDUC30059 Teaching and Professional Practice 3B	October	6.25
EDUC30034 Adapting the Curriculum 3B	Semester 2	6.25
EDUC30037 Social and Emotional Development	Semester 2	12.50
EDUC30036 Professional Roles and Relationships	Semester 2	12.50
EDUC30013 Learning Area(EC): Science & Technology	Semester 2	12.50

Fourth Year

Subject	Study Period Commencement:	Credit Points:
EDUC40053 Teaching and Professional Practice 4a	April	12.50
EDUC40019 The Integrated Curriculum 4A	Semester 1	6.25
EDUC40021 Developmental Differences	Semester 1	12.50
EDUC40003 Indigenous Australian Studies	Semester 1	12.50
EDUC40051 Project Design	Semester 1	6.25
EDUC40054 Teaching and Professional Practice 4b	August	12.50
EDUC40018 The Integrated Curriculum 4B	Semester 2	6.25
EDUC40020 Navigating Professional Contexts	Semester 2	12.50
EDUC30014 Learning Area(EC): Mathematics 3	Semester 2	12.50
EDUC40050 Project Report	Semester 2	6.25

Students may, if eligible, undertake the honours versions of the following subjects

Subject	Study Period Commencement:	Credit Points:
EDUC40049 Project Design (Honours)	Semester 1	6.25
EDUC40048 Project Report (Honours)	Semester 2	6.25

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 and a satisfactory grade in Units 1 and 2 General Mathematics or Mathematical Methods.
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject. 100 per cent attendance is required in the Teaching & Professional Practice subjects.
Graduate Attributes:	Not available