



**EXCELSIA  
COLLEGE**  
— Sydney —



*School of Education*

**BACHELOR OF EARLY  
CHILDHOOD EDUCATION  
(BIRTH TO 5)**



# *Bachelor of Early Childhood Education*

## OVERVIEW

The Bachelor of Early Childhood Education (BECE) is designed to provide Graduate Early Childhood teachers with knowledge, skills and understanding that will equip them to provide quality early childhood education and care. The course is designed to support students to build a deep, reflexive understanding, early childhood contexts, educational issues, theories and considerations and the diverse needs of children, from birth to five years of age. A continuing shortage of well qualified staff in the early childhood sector is an important motivation for the necessity and provision of this course.

**Course duration** 4 years full-time

**Intakes** February, July & September

**Mode and location of delivery** on campus (Macquarie Park)

**Entry requirements** Students must have attained Australian high school certificate

**D** CRICOS 097424G

## Work Placement

First Year	10 days
Second Year	20 days
Third Year	20 days
Fourth Year	30 days

## Course Outcome

Early Childhood (Pre-Primary School) Teacher  
accredited by ACECQA, accessed by AITSL

## Accommodation Options

Accommodation is available through our partnership with Robert Menzies College. See more at [rmc.org.au](http://rmc.org.au)

Available for: **D** Domestic Students

# Units

## FIRST YEAR

### Foundations of Early Childhood

This unit provides an introduction to the historical, theoretical, and developmental foundations for educating young children. The study of children and early childhood is viewed from a socio-historical perspective with an understanding that childhood is socially constructed and experienced in specific time and place contexts that may vary considerably.

### Foundations of Teaching and Learning

This unit provides a broad overview of the goals of education, including the promotion of equity and excellence and support of young Australians to become successful learners, confident and creative individuals, and actively participating, contributing and informed citizens.

### Growth and Development in Early Childhood

This unit explores the major language, physical, social, psychosocial, emotional and cognitive development of children, both typical and atypical, from birth to eight years of age.

### Life Calling and Purpose

The unit assists students to develop practical tools for decision-making in vocational contexts, to evaluate their foundational values, consider their unique talents and to craft a personal sense of mission.

### Health, Safety and Nutrition

This unit prepares initial teacher education students for establishing and maintaining health and safety in early learning environments.

### Reading and Applying the Christian Story

This unit aims to provide students with the tools necessary for a responsible and critically informed engagement with the whole of the Christian Scriptures. The Bible remains a seminal text within Western culture, providing a resource for profound ethical and spiritual insight.

### Christian Foundations of Education

The unit is a foundational unit in the Bachelor of Early Childhood providing students with a broad introduction to the field of religious education in contemporary educational settings.

### Observation, Assessment and Professional Experience 1

This course examines the appropriate use of assessment and observation strategies to document development, growth, play and learning.

## SECOND YEAR

### Educational Psychology for Early Learners

This course builds on the knowledge acquired in ECED 101 and ECED 105. It examines early childhood development and learning through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of children ages birth through eight years.

### Ethical and Professional Issues in Education

Educators are faced with a variety of professional expectations, responsibilities and constraints. This unit specifically deals with a range of these expectations, responsibilities and constraints including: ethical and equitable practice, legal and legislative responsibilities facing educators, ongoing professional development, and managing relations with the wider school and the community.

### Early Childhood Numeracy

This unit explores research-based principles and practices for cultivating numeracy and mathematical understanding during the early childhood years (birth through age five) with developmentally appropriate methods.

### The Young Child, Family and Community Partnerships

This course examines the developing child in societal contexts, focusing on interrelationships among the young child, family, teacher and community. The unit further emphasizes historical and cultural factors which influence the nature and composition of families and the processes of socialization for young children.

### Social, Emotional, and Behavioural Interventions

This course examines social, emotional, and behavioural interventions and how they relate to student growth in the classroom. Worldviews and the impact of the teacher's role on social, emotional, and behavioural interventions are also analysed.

### Early Childhood Literacy

This unit explores research-based principles and practices for cultivating literacy during the early childhood years (birth through age five) with developmentally appropriate methods.

### Curriculum Approaches for the Early Years

This unit begins by defining curriculum and the factors that shape it. The unit includes a critical examination of principles underlying curriculum development and program planning for young children (birth to five).

### Visual and Performing Arts in Early Childhood

This unit begins with an introduction to the Arts and Arts Integration. The introduction to the Arts consisting of an examination of key underlying principles of Arts education and the role and importance of the Arts in Early Childhood.

## THIRD YEAR – BACHELOR

### Teaching for Diverse Abilities

This unit provides a basic understanding of the current philosophies and practices relevant to including and serving prior to school and school students with diverse abilities within the regular classroom.

### Personal Development, Health and Physical Education Learning

The unit explores the role of movement in a child's development and well-being. Building on previous concepts of child development as they relate to health and physical growth, initial teacher education students investigate basic movement competencies and essential formative motor skills pertaining to children in the early years.

### Multicultural and Multilingual Perspective in Early Childhood

This unit focuses on multicultural and multilingual issues in education in prior to school and school settings in contemporary Australia. Diversity issues surrounding a multicultural classroom and multilingual classroom and the importance of using culturally responsive pedagogies and resources are investigated.

### Developing Mathematical Concepts in Early Childhood

This unit builds on ECED 211 Early Childhood Numeracy and teaches concepts and principles related to the mathematical understandings of young children. The integration of numeracy, hands-on construction and exploration, comprehension of computational foundations, and the relationship of math with literacy is examined.

### Early Childhood Ethics and Administrative Responsibilities and Professional Experience

This unit examines the issues involved with administering an early childhood programme, including programme and staff planning and evaluation, centre operations, legal and ethical principles and responsibilities as presented in relevant current professional bodies' codes of practice, professionalism and advocacy for children.

### Science and Technology

This unit is designed to equip teacher education students with the understandings and skills required to facilitate effective teaching and learning in Science and Technology. They will become familiar with Science and Technology curriculum documentation and resources, and critically evaluate relevant educational theories and practices.

### Foundations of Language Structures and Modes for Early Childhood

This unit builds on ECED 210 – Early Childhood Literacy and extends understanding of the development of listening, speaking, reading, writing and viewing knowledge and skills in children from birth to five.

### **Reading, Writing and Viewing in Early Childhood Professional Experience 1**

The focus of this unit is specifically on the development of the language modes of reading, writing and viewing. Reading comprehension, meaning making through viewing and reading, as well as how young children develop writing skills are examined.

#### **FOURTH YEAR – BACHELOR**

### **Assessment and Response to Intervention in the Early Childhood Profession**

This unit examines the core principles and practices of approaches such as the Response to Intervention approach including multi-tiered systems of support; intensive support or intentional teaching; differentiated teaching; monitoring of progress and data-based decision making to support teaching and learning.

### **Human Society and Its Environment**

This unit is designed to assist initial teacher education students to master the knowledge and skills required for effective teaching in History and Geography. Relevant curriculum documents and teaching resources are examined in detail, and an understanding of the implications of a biblical worldview for these subject areas is also explored.

### **Planning, Instruction and Assessment for Exceptional Learners in Early Childhood**

This unit presents methods best suited for educating young children who have exceptional learning needs, whether through disabilities/ special needs or high/gifted abilities.

### **Student Teaching in the Pre-K to Primary Grades**

The content of this unit is designed to help prepare students for the internship by planning and preparing for teaching in their chosen contexts. Students integrate and apply theory and knowledge from their previous semesters.

### **Engaging in Practice-Based Research**

The unit offers an introduction to educational research with a view to developing an understanding of different approaches and methods currently used and the capacity to critically evaluate designs and outcomes.

### **Early Childhood Curriculum in Action**

This unit provides an overview of the planning and preparation of curriculum for young children. It includes a critical examination of principles underlying curriculum development and program planning for young children.

### **Leadership, Creativity and Innovation**

This unit is based on the key premise that, in contemporary professional contexts, including early childhood education, creativity and innovation are core competencies for individual and organisational productivity and success.

### **Professional Experience Internship**

This unit enables final year initial teacher education students to experience the professional roles and responsibilities of early childhood teacher practice over a sustained period of 30 days in an early childhood setting of their choice (birth to five).

# Contact Us

For more information about admission requirements, course suitability and career pathways please contact us using the email or phone number below:

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