School of Education

Bachelor of

EARLY CHILDHOOD EDUCATION (Birth to 5)

EXCELSIA

UNIVERSITY COLLEGE

About
EXCELSIA UNIVERSITY COLLEGE

Established in 1983, Excelsia University College (Excelsia) is one of Australia's leading Christian higher education providers, and is an innovative and creative community of people who are passionate about excelling and growing academically, professionally, personally and spiritually. Our students and alumni embark on a journey of lifelong learning and leadership.

WORLD-CLASS MENTORSHIP

Be mentored by and learn from engaged and committed staff who are approachable and passionate about education.

PASTORAL CARE

Excelsia prioritises pastoral care which is fully integrated throughout the program. It is important to Excelsia that we meet the personal, social wellbeing and academic needs of students and staff.

CHRISTIAN COMMUNITY

Learning by doing. Excelsia emphasises the education of the whole student – intellectual and spiritual. While Excelsia's academic record is impressive, the attention to students' spiritual development is paramount.

JOB OPPORTUNITIES

Early childhood education is a crucial sector, providing children with important skills in the early stages of development. Excelsia is one of the few tertiary education providers that offer an early childhood education course.

OUR VISION: Excelsia contributes to making a better world through active participation in a life-transforming global Christian learning community.

OUR MISSION: Excelsia is an academic community benefiting the world by producing research characterised by exemplary scholarship consistent with a Christian world view, and graduates prepared to lead in a range of professions.

OUR VALUES

Our values reflect our vision and our mission:

1. **Christ-likeness:** striving to exemplify the life of Christ in our commitments, our actions and our relationships.
2. **Innovation and creativity:** working with passion and imagination in a range of influential professions, to further God's transformative work in the world.
3. **Scholarship:** creating a culture that values the search for truth, supports academic freedom and rewards rigorous thinking.
4. **Service to the community:** using our skills and abilities in and beyond the Institution in the service of others.
5. **Lifelong learning:** continually seeking knowledge, wisdom and capability to flourish and contribute in a changing world.

GRADUATE ATTRIBUTES

1. **Deep Knowledge**
   A deep, coherent and extensive knowledge of studied disciplines characterised by intellectual openness, creativity and curiosity.
2. **Critical Analysis**
   Willingness and ability to analyse issues logically, consider different options and viewpoints fairly, and make informed decisions in relevant artistic, academic and/or professional contexts and settings.
3. **Lifelong Learning**
   A commitment to lifelong learning characterised by a willingness and ability to acquire, develop and apply knowledge and skills that facilitate positive adaptations to a changing world.
4. **Effective Communication**
   Aptitude to communicate information, arguments and ideas effectively and ethically through writing, speech and/or artistic expression as appropriate within each discipline.
5. **Christian Ethical Action**
   A sound knowledge and understanding of Christian values and beliefs, and of the relevance of Christian faith to personal life, professional ethics, and social concerns.
6. **Self Direction**
   A capacity for self-directed learning and activity while working effectively with others in scholarly, vocational, civic and/or artistic pursuits and endeavours.
7. **Technical Competence**
   Competence and facility with materials, processes and technologies relevant to learned disciplines, generic information literacy and professional practice.
8. **Responsible Innovation**
   Oriented towards exhibiting intellectual and artistic enterprise, innovation and independence in constructive, creative and responsible ways.

CAMPUS FEATURES

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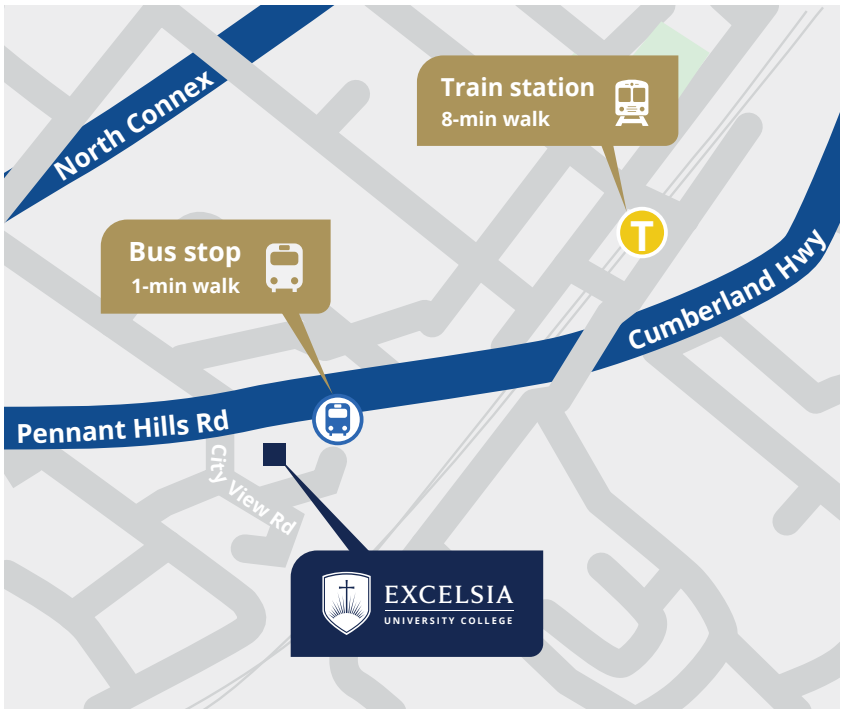
- Library
- Black box creative space
- Production studio
- Innovation centre – Mac and PC lab
- Drama and music specialist rooms
- Wellness centre
- Fidèl Café
- Koorong Bookstore
- Student facilities

Free wifi
Study desks
Snacks bar
Free coffee
Microwaves
Games console

TRANSPORT

- 8-min walk to Pennant Hills Station
- 1-min walk to bus stop
- Free parking

CONVENIENT LOCATION



Why study at **EXCELSIA?**

EXCELSIA RANKED HIGHLY

TEACHING QUALITY*
86.2%
National average 80.5%

POSITIVE STUDENT INTERACTIONS*
84.6%
National average 59.5%

SKILLS DEVELOPMENT*
90.7%
National average 81.1%

OVERALL GRADUATE SATISFACTION^
85.4%
National average 75.6%

^ 2023–24 Course Experience Questionnaire (undergraduate)
* 2023–24 Student Experience Survey (undergraduate)

> “Choosing Excelsia as the place to continue my studies was the best decision I have ever made. Excelsia has a warm and respectful community. I like the fact that classes are not too big, and the lecturers are very friendly and more than willing to help their students.
>
> In addition, associating with other international students has helped me learn how to understand cultures and build relationships with a range of individuals, and become more independent at the same time. Overall, my experience at Excelsia has been excellent.”
>
> — Angel
> Bachelor of Early Childhood (Birth to 5) student

Bachelor of EARLY CHILDHOOD EDUCATION
(Birth to 5)

The Bachelor of Early Childhood Education (Birth to 5) is designed to equip students with the knowledge, skills and understanding to provide quality early childhood education and care. The course supports students to build a deep, reflexive understanding of the child, child development, 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 8 years part-time (domestic students only)
Intake:	February, April, July and September
Credit points:	192 (32 units)
Delivery:	Blended
Available to:	Domestic and international
Course accreditation:	ACECQA
CRICOS Code:	097424G
IELTS:	6.0 with no band less than 6.0
AQF:	Level 7
Financial information:	FEE-HELP available for domestic students
Course tuition fee:	International students: $7,900 semester/ $63,200 total tuition fee

For more information, refer to our course fees page.

Australian Children's Education & Care Quality Authority

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

Accommodation Options

Accommodation is provided through our partnership with Robert Menzies College.
See more at rmc.org.au

ENTRY REQUIREMENTS

APPLICANTS WITH RECENT SECONDARY EDUCATION (SCHOOL LEAVERS)

Applicants with recent secondary education are those whose admission is primarily based on the completion of Year 12 within the last two years. This also includes applicants who may have completed their senior secondary studies with a TAFE or VET provider within the last two years and includes applicants whose secondary education was undertaken interstate or overseas.

Applicants with recent secondary education may be admitted to the Bachelor of Early Childhood Education (Birth to 5) if they have successfully attained the NSW Higher School Certificate or interstate or overseas equivalent and they meet the English Language Proficiency Requirement.

For more information visit the Applicants with Recent Secondary Education page.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

In addition to meeting the prerequisites above, international applicants who have not completed an educational qualification in English have to provide proof of proficiency in English through internationally recognised tests such as IELTS, or through satisfactory completion of an approved course at one of Excelsia's partner language colleges.

Candidates must achieve an IELTS Academic minimum overall result of 6.0 with no band less than 6.0. For test score equivalencies for alternative tests visit: excelsia.edu.au/international/entry-into-australia/

INTERNATIONAL APPLICANTS

International applicants may be admitted to the Bachelor of Early Childhood Education (Birth to 5) if they have successfully attained the NSW Higher School Certificate or interstate or overseas equivalent and they meet the English Language Proficiency requirement.

Overseas students applying for admission to Excelsia courses must have reached the age of 18 years by the commencement of their studies. Excelsia will not admit overseas students who have not yet reached 18 years of age. For more information visit the International Student page.

APPLICANTS WITH WORK AND LIFE EXPERIENCE

Applicants who do not have a NSW Higher School Certificate (or equivalent) or completed their secondary education more than two years ago and have not undertaken or completed vocational education training (VET) or higher education study since then can apply for admission using work and life experience.

Experience could include a combination of factors which demonstrate readiness for higher education, including mature age entry, professional experience whether completion of the Special Tertiary Admission Test (STAT) is required or not, community involvement or work experience.

Please visit the Applicants with Work and Life Experience information page.

APPLICANTS WITH HIGHER EDUCATION

Please refer to the Admissions Framework.

APPLICANTS WITH VET OR TAFE STUDIES

Applicants with a Diploma in Early Childhood from an Australian institution may apply for credit for all first-year units of the Bachelor of Early Childhood Education (Birth to 5) degree. Applicants who have partially completed an early childhood degree elsewhere may be considered for credit for such courses. For further information please refer to Admissions Framework.

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 conception to eight years of age.

Formation 1

This unit draws from biblical exemplars an understanding of how our created world works to serve our civilisations. It explores the importance of faith and integrity in building civic-minded citizens.

It equips students to be intentional about their life-choices and helps students explore how faith and service can shape the learning communities that they create. It encourages students to reflect on Christlike Kingdom values including justice, compassion and human dignity. Students have the opportunity to bring cross-cultural perspectives to a critique of scriptural interpretations of the world and human relationships. Through reflection, discussion, and hands-on experiences, students will explore what it means to live with purpose, integrity, and care for others. Through discussion and analysis, students will gain a deeper understanding of the Christian scriptures and its relationship to different cultures and perspectives.

Health, Safety, and Nutrition

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

Educational Psychology for Early Learners

This unit builds on the knowledge acquired in Foundations of Early Childhood. 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 from birth to eight years.

Christian Foundations of Education

This unit is a foundational unit in the Bachelor of Early Childhood Education (Birth to 5), providing students with a broad introduction to the field of religious education in contemporary educational settings.

Observation, Assessment and Professional Experience I

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

SECOND YEAR

Formation 2

This unit provides students with an introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the educational context.

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 to age five) with developmentally appropriate methods.

The Young Child, Family and Community Partnerships

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

Social, Emotional, and Behavioural Interventions

This unit examines social, emotional, and behavioural interventions and how they relate to student growth in the classroom. World views and the impact of the teacher's role on social, emotional, and behavioural interventions are also analysed. This unit considers the importance of, and how to identify, appropriate resources

that provide intervention services for students.

Early Childhood Literacy

This unit explores research-based principles and practices for cultivating literacy during the early childhood years (birth through to 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 consists of an examination of key underlying principles of arts education and the role and importance of the arts in early childhood.

THIRD YEAR

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

This unit explores the role of movement in a child's development and wellbeing. 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 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 program, including program 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. Students 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 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 years.

Reading, Writing and Viewing in Early Childhood Professional Experience I

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

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 world view 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 or special needs, or high or 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

This 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).

CHILD SAFETY AND PROTECTION TRAINING

Prior to placement, all students will be required to complete the free, nationally mandated foundation Child Safety Training, available on the Australian Government's website.

Students undertaking their placement in Queensland or Victoria are also required to complete Child Protection Training prior to commencing their placement, in addition to the nationally mandated Child Safety Training. The training is mandatory and provided by the state authorities or approved RTOs. Please use the link provided to register for your training to ensure you are eligible for placement. Students should refer to information provided by their State Government to understand their compliance obligations prior to starting placement in this course.

- Victoria
- Queensland

Information about applications is available at: excelsia.edu.au/study/how-to-apply/

Step 1
Select the course
at: https://excelsia.edu.au/study/

Step 2
Check entry requirements

Step 3
Gather the required documents

Step 4
Complete application form

Step 5
Apply

Once you submit your application, Excelsia staff will contact you shortly to confirm receipt and talk through the next steps in the process.

EXCELSIA
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CRICOS CODE 02664K

The information contained in this course guide was accurate at the time of publication. Excelsia reserves the right to amend the material contained in this guide without notice in response to changing circumstances or for any other reason.
For most up-to-date course information please visit our website.