School of Education and the Arts

CC14 Bachelor of Education (Early Childhood)
Full Time Course Planner – Mid Year Accelerated Course Structure – Term 2 2019 onwards

Year	Unit Code	Unit Name	CP	Requisites	Ad. Stand	Comp Term /Status
Year 1	EDED11455	Curriculum Foundations and Decision-Making	6			T2 2019
	EDED11456	Communication in Educational Environments	6			T2 2019
	EDED11457	Responding to Diversity and Inclusion	6			T2 2019
	EDED11458 **	Indigenous Studies and Learning (only available Online)	6			T2 2019
	EDED11454 **	Education as a Profession (only available Online)	6			T3 2019
	EDCU11033 **	Multiliteracies (only available Online)	6			T3 2019
	EDCU11031	Development and Learning through Life	6			T1 2020
	EDCU11032	Health and Physical Education	6			T1 2020
	EDCU12039	Design and Digital Technologies	6			T1 2020
	EDCU12044	Literacy and Numeracy for Teachers	6			T1 2020
Year 2	EDFE11038	Professional Practice 1 – Introduction to Teaching	6	Pre-Req Min. three first-year units in B.Education		T2 2020
	EDCU12038	Teaching for Mathematical Proficiency	6			T2 2020
	EDCU12042	History Curriculum and Pedagogy	6			T2 2020
	EDCU12043	English – Teaching Language Use in Context	6			T2 2020
	EDEC11027 **	Early Childhood Pedagogies	6			T3 2020
	EDCU12040	Biological and Earth and Space Sciences	6			T1 2021
	EDEC11026	The Arts and Learning in the Early Years	6			T1 2021
	EDCU13018	The Arts	6			T1 2021
	EDCU13019	English – Teaching Reading	6			T1 2021
Year 3	EDFE11039	Professional Practice 2 (ECE) – Kindergarten	6	Pre-Req EDFE11038, EDCU12044 & EDEC11026		T2 2021
	EDCU13020	Mathematics Curriculum	6	Pre-Req EDCU12038		T2 2021
	EDCU13017	Chemical and Physical Sciences	6			T2 2021
	EDEC11030	Teaching Health and Sustainability in the Early Years	6			T2 2021
	EDEC11029	Policy and Research in Early Childhood	6	Pre-Req EDED11457		T2 2021
	EDCU14033 **	Geography	6	Pre-Req EDCU12039		T3 2021

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Year	Unit Code	Unit Name	CP	Requisites	Ad. Stand	Comp Term /Status
Year 3-3.5	EDED13433	Assessment and Reporting	6			**T1 2022**
	EDFE13032	Professional Practice 3 (Primary/ECE) – Managing the Differentiated Classroom	6	Pre-Req EDFE12042 or EDFE11039		**T1 2022**
	EDCU14034	Teaching English Language Learners	6	Pre-Req EDCU12043		**T1 2022**
	EDEC11028	Leadership, Advocacy and Management in Early Childhood	6			**T1 2022**
	EDED14354 **	The Ethical Professional	6	Co-Req EDFE14021 & EDFE14020		**T2 2022**
	EDFE14021 **	Professional Practice 4 – Engaged Teaching and Learning	6	Pre Req Completed all coursework with the exception of EDED14354 & EDFE14020 Co-Req EDED14354 & EDFE14020		**T2 2022**
	EDFE14020 **	Professional Practice 5 – The Internship	6	Co Req EDED14354 & EDFE14021		**T2 2022**
Total Units: 32			**192**			

** Available in Term 3

✓ Completed

CP= credit points

DISCLAIMER: The mid-year accelerated course planner includes enrolment over Term 3 and some terms of over-enrolment (5 units per term).

For information on the terminology used in the above course planner, please refer to the Glossary on the last page of this document.

<u>**Important Note**</u>: This Course Planner has no formal or legal status but is used to assist students in planning their course.
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MORE DETAILS:

To satisfy the requirements for the award of CC14 Bachelor of Education (Early Childhood), students must complete 32 units (192 credit points).

Recommended Study Schedule

Students should complete units in an order that is as close as possible to the recommended structure set out in this course planner. Students should concentrate on completing all first year units before moving on to second year units, and all second year units before moving on to third year units.

Course Structure Requirements

In the CC14 Bachelor of Education (Early Childhood), students are required to complete the following course structure:

- 32 Core Units

Course Duration Requirements

Full Time Duration   3.5 years full time (accelerated) or 4.5 years full time

Part Time Duration   8 years part time

Please also note that if you fail units or take a Leave of Absence, your course duration and completion timeframe may be extended.

Mid-Year Entry Accelerated Course Structure

Students commencing mid-year in the CC14 Bachelor of Education (Early Childhood) course have the option to complete an accelerated course structure of 3.5 years. This course structure will align your course completion with those students who commenced in Term 1 of the same year. (Please note, this course structure does not apply to students commencing in Term 1)

To be eligible to follow the accelerated course structure, you will be required to enrol as outlined within the Term 2 (Mid-Year Accelerated) course planners for your course. The mid-year accelerated course planner includes enrolment over Term 3 and some terms of over-enrolment (5 units per term). Please contact the Course Advice Team via email at spc@cqu.edu.au for a personalised mid-year entry course planner.

Please note, in the event that you receive a failed grade or do not wish to study the required units over Term 3, you will no longer be eligible to follow the accelerated course structure.

Interim Awards   Interim Awards do not exist for this course

Exit Awards   CC23 Associate Degree of Education
                         CC21 Bachelor of Teaching

Professional Accreditation

Graduates are eligible to apply for provisional registration as a teacher upon completion of the course.

This program is also an approved early childhood teacher qualification of the Australian Children's Education and Care Quality Authority (ACECQA).

Deferment/Leave of Absence

Domestic students in the Bachelor of Education (Early Childhood) degree are permitted to defer the initial offer of their degree for a maximum of 12 months before their offer is withdrawn. Furthermore, domestic students may also take an approved Leave of Absence (LOA) once they have commenced their course of study however only a maximum of 12 months can be granted without requesting further approval from the Head of Course.

You can apply for a deferment or LOA here.

International students are not permitted to defer their initial offer or take a Leave of Absence unless otherwise discussed with their Home Campus.

Credit Transfer

If you have undertaken study in the last ten years, or have relevant in-formal or non-formal learning, you may be eligible for credit towards your course. Please note that some courses have reduced timeframes within which prior study remains eligible for credit. Please refer to the CQUni Handbook for specific credit time limits relating to your course.

To submit an application for credit, please refer to the Credit Calculator or contact the Academic Pathways Team via their email credit@cqu.edu.au. Further information about the credit process can also be found on the Credit for Prior Learning webpage.

Credit applications should be submitted at least four (4) weeks before the relevant term commences. Applications must be complete with all supporting documentation to be assessed by CQUniversity. CQUniversity cannot obtain documents from other institutions, organisations or individuals.

Personal Literacy and Numeracy Test for Initial Teacher Educators (ITE)

Students undertaking an Initial Teacher Education (ITE) course are expected to undertake and meet the benchmark in the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). These tests are part of the ITE requirements and it is expected that students enrolled in an ITE course will be undertaking the tests and successfully meet the benchmarks prior to graduation.

For further information about Literacy and Numeracy test please refer to - https://teacheredtest.acer.edu.au/

Work Placement/Practicums

Students will be required to complete a series of placement/practicum units in order to meet the accreditation requirements of the CC14 Bachelor of Education (Early Childhood). The details have been outlined below:

EDFE11038 Professional Practice 1

20 day supervised placement in an educational setting comprising 5 non-assessable contextual days and 5 assessable days completed on a one day per week basis throughout Term 2 of the first year and a 10 day continuous assessable block. Set tasks for this professional practice are outlined in an Information and Guideline Booklet supplied to mentor teachers in schools and/ or other educational settings. Students compile a working portfolio as a collection of evidence for demonstrating these tasks which are linked explicitly to the Australian Professional Standards for Teachers (Graduate level). They complete a self-evaluation against the assessment indicators midway through the 10 day block and receive an interim report from the mentor teacher at this stage. Final assessment is completed by a mentor teacher in the placement workplace in conjunction with a university staff member. Students are assessed on a Pass/ Fail basis at the completion of the 10 day block using the same indicators as the Interim Report. Students must pass the practical placement to pass the unit. Follow-up assessment requires students to make additions to an e-portfolio linking specific evidence from the placement to the professional standards.

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EDFE11039 Professional Practice 2 (ECE/Kindergarten)

25 day supervised placement in a kindergarten setting comprising 5 non-assessable days and 5 assessable days completed on a one day per week basis throughout Term 2 of the second year and a 15 day continuous assessable block. Set tasks for this professional practice are outlined in an Information and Guideline Booklet supplied to mentor teachers who supervise and assess students' performance during the placement. Students maintain an up-to-date working portfolio as a collection of evidence for demonstrating these tasks which are linked explicitly to the Australian Professional Standards for Teachers (Graduate level). They complete a self-evaluation against the assessment indicators midway through the 15 day block and receive an interim report from the mentor teacher at this stage. Final assessment is completed by a mentor teacher in the placement workplace in conjunction with a university staff member. Students are assessed on a Pass/ Fail basis at the completion of the 15 day block using the same indicators as the Interim Report. Students must pass the practical placement to pass the unit. Follow-up assessment requires students to make additions to an e-portfolio linking specific evidence from the placement to the professional standards.

EDFE13032 Professional Practice 3 (Primary/ECE)

35 day supervised placement in a school setting comprising 15 non-assessable contextual days (10 of which are completed as a block at the commencement of the school year) and 5 assessable days completed on a one day per week basis throughout Term 1 of the third year and a 15 day continuous assessable block at the end of the term. Set tasks for this professional practice are outlined in an Information and Guideline Booklet supplied to mentor teachers in schools who supervise and assess students' performance during the placement. Students maintain an up-to-date working portfolio as a collection of evidence for demonstrating these tasks which are linked explicitly to the Australian Professional Standards for Teachers (Graduate level). They complete a self-evaluation against the assessment indicators midway through the 15 day block and receive an interim report from the mentor teacher at this stage. Final assessment is completed by a mentor teacher in the placement workplace in conjunction with a university staff member. Students are assessed on a Pass/ Fail basis at the completion of the 15 day block using the same indicators as the Interim Report. Students must pass the practical placement to pass the unit. Follow-up assessment requires students to make additions to an e-portfolio linking specific evidence from the placement to the professional standards.

EDFE14021 Professional Practice 4

30 day supervised placement in a school setting comprising 5 non-assessable contextual days completed on a one day per week basis in preparation for the continuous teaching block; and a 25 day continuous assessable block at the end of the term. Set tasks for this professional practice are outlined in an Information and Guideline Booklet supplied to mentor teachers in schools who supervise and assess students' performance during the placement. Students maintain an up-to-date working portfolio as a collection of evidence for demonstrating these tasks which are linked explicitly to the Australian Professional Standards for Teachers (Graduate level). They complete a self-evaluation against the assessment indicators midway through the 25 day block. In response to these reports students construct a detailed plan for professional development and learning throughout the remainder of the placement and submit it to the mentor teacher for feedback and consideration against the Interim report prepared by the mentor teacher. Subsequent negotiation of the student's professional learning activities follows this evaluation. Final assessment is completed by a mentor teacher in the placement workplace in conjunction with a university staff member using the Queensland Professional Experience Reporting Framework. Students are assessed on a Pass/ Fail basis at the completion of the 25 day block using the same indicators as the Interim Report. Students must pass the practical placement to pass the unit. As part of the unit, students complete a Graduate Teacher Performance Assessment task which provides written evidence of achievement of the Australian Professional Standards for Teachers (at Graduate Career stage).

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EDFE14020 Professional Practice 5

A 25 day extended internship in an educational setting. Students receive an "Internship Authorisation" from the Queensland College of Teachers to be eligible to adopt up to but not exceeding 50% of the mentor teacher's working load and engage in team teaching with the mentor for the remaining 50%. Full details of the placement are outlined in an Information and Guideline Booklet. Students submit evidence of meeting the professional standards at graduate career stage to the mentor teacher and university staff member responsible for Professional Practice 5 on each location. Mentor teachers are responsible for verifying the evidence statement. On completion of the internship, students present selected aspects of their final e-portfolio to an audience of their peers at a time arranged by the relevant university lecturer on each location. Online students complete this activity via Zoom.

Additionally, if you would like to be eligible for the embedded Diploma of Early Childhood Education and Care you are required to complete a 20 day placement in a childcare service.

As part of QCT accreditation, students must have passed ALL coursework, except EDED14354 The Ethical Professional, before undertaking EDFE14021 Professional Practice 4 – Learning and Teaching in Action and EDFE14020 Professional Practice 5 – The Internship.

Placements should be completed as per the structure identified in the Professional Practice Calendar which can be accessed from the Education Gateway Moodle site at the beginning of each academic year. In situations where variations to the calendar are unavoidable, the pre- service teacher should obtain approval by email from the Associate Director of Professional Practice (or their delegate).

Pre- service teachers must be aware that they cannot receive remuneration in any form for duties carried out as part of Professional Practice placements.

Working with Children Check

Pre-service teachers must be enrolled in a CQUniversity Professional Practice unit and be in possession of a current Positive Notice Blue Card (or equivalent "Working with Children" check issued in other Australian states or territories) to be eligible for placement in a school/early learning centre/educational site. Please contact your Placement Officer to obtain further information.

Embedded Diploma Eligibility

A key feature of the Bachelor of Education (Early Childhood & Primary) is the embedded VET qualification: The Diploma of Early Childhood Education and Care.

To be eligible for the embedded Diploma of Early Childhood Education and Care, students must successfully complete the following:

Term 1
- EDED11454 Education as a Profession
- EDCU11032 Health and Physical Education
- EDCU11033 Multiliteracies
- EDCU11031 Development and Learning through Life

Term 2
- EDED11456 Communication in Educational Environments
- EDED11457 Responding to Diversity and Inclusion
- EDED11455 Curriculum Foundations and Decision-Making
- EDFE11038 Professional Practice 1 - Introduction to Teaching

Term 3
- EDED11458 Indigenous Studies and Learning
- EDFE40001 Early Childhood Education and Care Practice (20 day Diploma Practicum) (Single Non-Award enrolment)

The 20 day diploma practicum fulfils the requirements for duration of on-the-job performance for the diploma qualification. The placement also fulfils the requirements for Early Childhood Education programs approved and registered under the Australian Children's Education & Care Quality Authority (ACECQA). These requirements stipulate that students must complete a minimum of 10 days with children in the birth to 2 years group as part of their preservice training.

The Diploma placement is **optional** for all CC14 Bachelor of Education (Early Childhood) and CC12 Bachelor of Education (Primary) students, however, Early Childhood students must still complete the minimum of 10 days with children in the birth to 2 years group to meet Australian Children's Education & Care Quality Authority (ACECQA) requirements. While students don't need to undertake the diploma placement during term 3, we encourage students to complete the placement within a few months of completing the preplacement requirements as Training Packages and VET qualifications are under constant review. In addition, students must complete compulsory First Aid training prior to commencing the workplace placement and this training only remains current for a period of one year.

Competencies for this VET qualification are embedded within the 9 first year units of the Bachelor of Education (Early Childhood/Primary) degree. **Students who receive credit/exemptions towards the 9 first year units may not be eligible to receive the embedded Diploma as the competency requirements will not have been met.** Students must complete the units with the embedded competencies to be eligible for the Diploma.

If you have any questions in regard to your course, please contact the Course Advice Team:
13 CQUni (13 27 86) http://handbook.cqu.edu.au/eforms/index ('Ask a Course Advisor' e-form).

PLEASE CHECK THE CQU HANDBOOK FOR TERM AVAILABILITIES AND PRE-REQUISITES AS THEY MAY CHANGE FROM YEAR TO YEAR http://handbook.cqu.edu.au

GLOSSARY

- **Course**: A course is the combination of units that contribute towards either a CQUniversity award qualification or non-award study.

- **Course Code**: A course code identifies the specific course a student may be studying at CQUniversity.

- **Unit**: A unit is the individual subject students must complete in order to graduate from their course.

- **Unit Code**: A unit code identifies a specific unit that a student is enrolled in under their course.

- **Pre-Requisite (Pre-Req) Unit**: A pre-req unit is a unit which students must pass before being allowed to enrol in the subsequent unit.

- **Co-Requisite (Co-Req) Unit**: A co-req unit is a unit that must be studied at the same time as another unit.

- **Anti-Requisite (Anti-Req) Unit**: An anti-req unit is am old unit that has been replaced by a new unit and students are not permitted to study the old unit.

- **Credit Points (CP)**: Credit Points are the numerical value of a unit which contributes to the total Credit Points for a course.

- **Core Unit**: A core unit is a compulsory unit that a student must study to meet the requirements of their course.

- **Elective Unit**: An elective unit is a unit within a course that is not compulsory and students may have a choice in what unit they study, provided it meets the elective requirements of their course.

- **Major**: A major is a specific area within a course where a student specialises in and is normally made up of 8 units for undergraduate courses, and 4 units for postgraduate courses. Not all courses have majors.

- **Double Major**: A double major is where students specialise in 2 areas of study and is normally made up of 16 units. Double majors are normally only available in undergraduate courses.

- **Minor**: Like a major, a minor is a specific area within a course where a student specialises and is normally made up of 4 units.

- **Term**: A specified period of time for higher education units in which teaching, learning and assessment occurs. CQUniversity offers 3 Academic Terms per year: Term 1, Term 2 and Term 3.