



**MACQUARIE**  
University

# **Macquarie School of Education**

## **Faculty of Arts**

# **Bachelor of Teaching (Early Childhood Education)**

# **Undergraduate Student Guide**

## **2024**

Students commencing in 2024 are advised to retain the 2024 Student Guide and to refer to it in each subsequent year of study.

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## **Important Links**

### **Macquarie School of Education**

- **Our people**
- **Professional Experience**

### **Macquarie University Handbook**

### **NSW Education Standards Authority (NESA)**

### **Australian Children's Education and Care Quality Authority (ACECQA)**

# Welcome

Welcome to the Macquarie University Teacher Education Program!

Please take the time to read through this Guide as it will help you plan your course of study, assist you with terms and help you to be aware of key activities that should be undertaken as you study such as the Teaching Performance Assessment and, of course, Professional Experience

While important information from the Handbook is incorporated into this Guide, you are strongly advised to familiarise yourself with the information in the Handbook. This on-line publication contains information and requirements for degrees, courses, prerequisites and corequisites, majors, minors and units. Between the Handbook and this Guide you will have the information you need to successfully plan your studies.

The program includes discipline studies in early childhood and the sequence of units that you will study has been carefully designed to provide you with an excellent preparation for teaching in the early childhood sector. A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent Professional Experience Program. These activities will afford you an excellent opportunity to develop a reflexive stance on your teaching practice so that it is fully informed by the latest developments in educational theory and research-based evidence for practice.

As you progress through your studies, we encourage you to view yourself not simply as a university student, but as a Teacher Education Student who is preparing to join this challenging and rewarding profession. So, take every opportunity to fully engage in your academic work and make the most of all the opportunities presented to you during your candidature.

I wish you well in your endeavours.

Course Director, Early Childhood Teacher Education Program

# How to use this guide

The information contained in this guide is for students entering the following programs in 2024:

- [Bachelor of Teaching \(Early Childhood Education\)](#) [BTech(ECE)]

Read this *Guide* in conjunction with the current *Handbook* to:

- be fully aware of the relevant Bachelor Degree Rules and programs of study and units

In the following sections, patterns are provided to show the units which students **must complete** to satisfy the Bachelor degree and Bachelor of Education requirements. There are also units that students must take in order to satisfy prerequisites or corequisites for required units. This information can also be found in the *Handbook*.

**It is important for all students to refer to information in both the [Handbook](#) and this Guide when planning their studies.**

**Information in this guide is accurate at the time of publication.**

## Course Guidance

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to see that their program satisfies both the Bachelor Degree Rules and the requirements of ACECQA.

Students are expected to have consulted this *Student Guide* (also known as the *Guide*) and the *Handbook* before seeking advice.

Full information regarding course progression is available on:

<https://students.mq.edu.au/support/study/course-guidance>

Students should submit their requests through [AskMq](#).

## Credit Overload

If you wish to enrol in more than the standard number of credit points ([credit overload](#)) for a study period, you need academic approval. You must submit a [Credit Overload form](#) which is then forwarded to the School of Education who will consider the request.

Please note that approval is not automatic and will depend upon your academic progress and reasons for the excess load.

# SECTION 1

## Teacher Education at Macquarie

### 1.1 The 5Rs Framework – attributes and capabilities for success

Teaching is a complex pursuit with competing demands, increasingly diverse student groups, high accountability and new requirements and evidence is adopted regularly. Therefore, success in the teaching professions depends upon some important attributes and capabilities.

At Macquarie University we aim to graduate teachers who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching programs is the Macquarie's **5R's framework** which helps develop our Teacher Education Students to be:

**R**esilient

**R**eflexive in their teaching practice

**R**esponsive to children, colleagues, parents, professionals and communities

**R**eady to learn, and

**R**esearch engaged

We believe that our 5Rs framework, when consciously adopted and continuously developed, leads to high quality outcomes for both teachers and students.

We make a conscious effort to equip you, our Teacher Education Students, with the tools you need to thrive so you can inspire our great minds of tomorrow.

### 1.2 Introduction

Intending early childhood teachers who want to work specifically in prior to school settings enrol in Bachelor of Teaching (Early Childhood Education). This degree is accredited as a NQF approved early childhood teacher qualification by ACECQA.

This program can be completed in four years full-time. The option for part-time study is available.

### 1.3 Workload

A 10 credit point unit requires a *minimum* study time commitment of 10 hours per week across all unit activities and requirements. This is typically a mix of face to face and independent work.

To complete your course in the minimum time you must complete 40 credit points per session if following a standard Session 1/Session 2 pattern of study.

Enrolment in excess of 40 credit points in Session 1 or 40 credit points in Session 2 require application for special approval via [AskMQ](#) (see page 3, Credit Overload).

### 1.4 The Teaching Performance Assessment (TPA)

To be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA). The TPA is completed in the Teacher Education Student's final professional experience unit **EDST4060 - Practice of Teaching: Transition to the Early Childhood Profession**.

In completing the TPA, Teacher Education Students must provide evidence of their proficiency in experience planning, classroom teaching, assessment of children's learning, and critical reflection on their classroom practice. All information regarding this assessment is available on EDSTCOMM (under 'Full year' in iLearn).

## 1.5 Suggested Patterns of Study

This section sets out the patterns of study for the course [BTeach\(ECE\)](#). The pattern will help show you how a program can be completed in four years full-time.

These suggested patterns have been prepared based on the unit availability in the 2024 Handbook. This is subject to change, and some units may not be offered every year or may be discontinued. Please check current requirements in the online Handbook before enrolling each year.

### 1.5.1 Bachelor of Teaching (Early Childhood Education) Full-time Enrolment Pattern 2024

Year 1	Session 1	cp	Year 1	Session 2	cp
EDST1000*	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators.	10
ECHE1200*	History and Philosophy of Early Childhood	10	ECHE1180	Infancy and Early Development	10
ECHE1300*	Health and Wellbeing	10	ECHE1310*	The Arts in Children's Lives	10
EDUC1070	Introduction to Educational Studies	10	ECHE1130*	Play based Approaches to Early Childhood Learning and Development	10
Year 2	Session 1		Year 2	Session 2	
EDST2010	Practice of Teaching: Introduction to the Early Childhood Context (10 days 2-5 yrs)	10	ECHE2320	Mathematical and Scientific Thinking in the Early Years	10
EDST2100	Language and Literacies	10	EDST2140	STEAM Integration in The Early Years	10
ECHE2180	Child Development in the Preschool and Primary School Years	10	EDST2120	Language and Literacy Learning in Early Childhood	10
ECHE2200*	Early Years Curriculum and Pedagogy in the Australian Context	10	ABST1000*	Introducing Indigenous Australia	10
Year 3	Session 1		Year 3	Session 2	
ECHE3150	Leading and Managing as Early Childhood Teachers	10	General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit		10
ECHE3260	Working with Families, Communities and Other Professionals in Educational Settings	10	ECHE3330	Inclusive Education	10
ECHE3100	Play Based Curriculum: Discovery and Creativity in Outdoor Environments	10	*	Elective (1000/2000)	10
EDST3020	Practice of Teaching: Outdoor Learning Environments (20 days - 3-5 yrs)	10	EDST3160	Working as Early Childhood Centre Directors	10
Year 4	Session 1		Year 4	Session 2	
EDST4050	Practice of Teaching: Making Learning Visible with Infants and Toddlers (25 days-Birth-3 years)	10	EDST4200	Using and Interpreting Educational Data	10
ECHE3110	Infant and Toddler Curriculum and Pedagogy	10	ECHE4200	The Educational Leader	10
General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit (Recommend infrequent attendance)		10	EDST4060	Practice of Teaching: Transition to the Early Childhood Profession (25 days - choice of 0-2, 2-3 or 3-5 - includes TPA)	10
General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit (Recommend infrequent attendance)		10	ECHE4540	Creativity and the Arts in Early Childhood	10

#### \*\* Strongly recommended Elective Units

To strengthen students' knowledge of topics in early childhood across a wider range of ACECQA curriculum requirements, it is *strongly recommended* that students include at least one of these electives in their program. With enrolment planning, students may be able to include all three:

- EDST3170 Indigenous Education
- ECHE4000 Individual Educational Project
- ECHE4520 Child Development: Research and Practice

\* Students with a Diploma of Early Childhood Education and Care receive credit for this unit. - refer to enrolment pattern on page 7

## 1.5.2 Bachelor of Teaching (Early Childhood Education) Part-time Enrolment Pattern 2024

Year 1	Session 1	cp	Year 1	Session 2	cp
EDST1000*	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators.	10
EDUC1070	Introduction to Educational Studies	10	ECHE1180	Infancy and Early Development	10
Year 2	Session 1		Year 2	Session 2	
ECHE1200*	History and Philosophy of Early Childhood	10	ECHE1310*	The Arts in Children's Lives	10
ECHE1300*	Health and Wellbeing	10	ECHE1130*	Play based Approaches to Early Childhood Learning and Development	10
Year 3	Session 1		Year 3	Session 2	
ECHE2180	Child Development in the Preschool and Primary School Years	10	EDST2120	Language and Literacy Learning in Early Childhood	10
EDST2100	Language and Literacies	10	ECHE2320	Mathematical and Scientific Thinking in the Early Years	10
Year 4	Session 1		Year 4	Session 2	
EDST2010	Practice of Teaching: Introduction to the Early Childhood Context (10 days 2-5 yrs)	10	EDST2140	STEAM Integration in The Early Years	10
ECHE2200*	Early Years Curriculum and Pedagogy in the Australian Context	10	ABST1000*	Introducing Indigenous Australia	10
Year 5	Session 1		Year 5	Session 2	
ECHE3150	Leading and Managing as Early Childhood Teachers	10	*	Elective (1000/2000)	10
ECHE3260	Working with Families, Communities and Other Professionals in Educational Settings	10	ECHE3330	Inclusive Education	10
Year 6	Session 1		Year 6	Session 2	
ECHE3100	Play Based Curriculum: Discovery and Creativity in Outdoor Environments	10	General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit		10
EDST3020	Practice of Teaching: Outdoor Learning Environments (20 days - 3-5yrs)	10	EDST3160	Working as Early Childhood Centre Directors	10
Year 7	Session 1		Year 7	Session 2	
EDST4050	Practice of Teaching: Making Learning Visible with Infants and Toddlers (25 days-Birth-3 yrs)	10	EDST4200	Using and Interpreting Educational Data	10
ECHE3110	Infant and Toddler Curriculum and Pedagogy	10	ECHE4540	Creativity and the Arts in Early Childhood	10
Year 8	Session 1		Year 8	Session 2	
General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit 3000/4000 level (Recommend infrequent attendance)		10	ECHE4200	The Educational Leader	10
General Elective OR ** <b>Strongly recommended</b> EDST/ECHE unit 3000/4000 level (Recommend infrequent attendance)		10	EDST4060	Practice of Teaching: Transition to the Early Childhood Profession (25 days - choice of 0-2, 2-3 or 3-5 - includes TPA)	10

### \*\* Strongly recommended Elective Units

To strengthen students' knowledge of topics in early childhood across a wider range of ACECQA curriculum requirements, it is *strongly recommended* that students include at least one of these electives in their program. With enrolment planning, students may be able to include all three:

- EDST3170 Indigenous Education
- ECHE4000 Individual Educational Project
- ECHE4520 Child Development: Research and Practice

\* Students with a Diploma of Early Childhood Education and Care receive credit for this unit - refer to Program sequence on p. 8



### 1.5.3 Bachelor of Teaching (Early Childhood Education) Full-time Enrolment Pattern 2024 Diploma Pathway

Year 1	Session 1	cp	Year 1	Session 2	cp
EDST2010	Practice of Teaching: Introduction to the Early Childhood Context (10 days 2-5 yrs)	10	ECHE2320	Mathematical and Scientific Thinking in the Early Years	10
EDUC1070	Introduction to Educational Studies	10	EDST1010	Learning and Development: An Introduction for Educators	10
ECHE2180	Child Development in the Preschool and Primary School Years	10	EDST2120	Language and Literacy Learning in Early Childhood	10
EDST2100	Language and Literacies	10	ECHE1180	Infancy and Early Development	10
Year 2	Session 1		Year 2	Session 2	
ECHE3150	Leading and Managing as Early Childhood Teachers	10	General Elective OR <b>** Strongly recommended</b> EDST/ECHE UNIT		10
General Elective OR <b>** Strongly recommended</b> EDST/ECHE UNIT		10	ECHE3330	Inclusive Education	10
ECHE3100	Play Based Curriculum: Discovery and Creativity in Outdoor Environments	10	EDST2140	STEAM Integration in the Early Years	10
EDST3020	Practice of Teaching: Outdoor Learning Environments (20 days - 3-5yrs)	10	EDST3160	Working as Early Childhood Centre Directors	10
Year 3	Session 1		Year 3	Session 2	
EDST4050	Practice of Teaching: Making Learning Visible with Infants and Toddlers (25 days-Birth–3 yrs)	10	EDST4200	Using and Interpreting Educational Data	10
ECHE3110	Infant and Toddler Curriculum and Pedagogy	10	ECHE4200	The Educational Leader	10
ECHE3260	Working with Families, Communities and Other Professionals in Educational Settings	10	EDST4060	Practice of Teaching: Transition to the Early Childhood Profession (25 days - choice of 0-2, 2-3 or 3-5 - includes TPA)	10
General Elective OR <b>** Strongly recommended</b> EDST/ECHE unit (Recommend infrequent attendance)		10	ECHE4540	Creativity and the Arts in Early Childhood	10

#### **\*\* Strongly recommended Elective Units**

To strengthen students' knowledge of topics in early childhood across a wider range of ACECQA curriculum requirements, it is *strongly recommended* that students include at least one of these electives in their program. With enrolment planning, Diploma Pathway students may be able to include all three:

- EDST3170 Indigenous Education
- ECHE4000 Individual Educational Project
- ECHE4520 Child Development: Research and Practice

### 1.5.4 Bachelor of Teaching (Early Childhood Education) Part-time Enrolment Pattern 2024 Diploma Pathway

Year 1	Session 1	cp	Year 1	Session 2	cp
EDUC1070	Introduction to Educational Studies	10	ECHE1180	Infancy and Early Development	10
ECHE2180	Child Development in the Preschool and Primary School Years	10	EDST1010	Learning and Development: An Introduction for Educators	10
Year 2	Session 1		Year 2	Session 2	
EDST2010	Practice of Teaching: Introduction to the Early Childhood Context (10 days-2-5 yrs)	10	ECHE2320	Mathematical and Scientific Thinking in the Early Years	10
EDST2100	Language and Literacies	10	EDST2120	Language and Literacy Learning in Early Childhood	10
Year 3	Session 1		Year 3	Session 2	
ECHE3150	Leading and Managing as Early Childhood Teachers <sup>**</sup>	10	General Elective OR <b>**Strongly recommended</b> EDST/ECHE unit		10
ECHE3260	Working with Families, Communities and Other Professionals in Educational Settings	10	EDST2140	STEAM Integration in the Early Years	10
Year 4	Session 1		Year 4	Session 2	
ECHE3100	Play Based Curriculum: Discovery and Creativity in Outdoor Environments	10	ECHE3330	Inclusive Education	10
EDST3020	Practice of Teaching: Outdoor Learning Environments (20 days - 3-5yrs)	10	EDST3160	Working as Early Childhood Centre Directors	10
Year 5	Session 1		Year 5	Session 2	
EDST4050	Practice of Teaching: Making Learning Visible with Infants and Toddlers (25 days-Birth -3 yrs)	10	EDST4200	Using and Interpreting Educational Data	10
ECHE3110	Infant and Toddler Curriculum and Pedagogy	10	ECHE4540	Creativity and the Arts in Early Childhood	10
Year 6	Session 1		Year 6	Session 2	
General Elective OR <b>** Strongly recommended</b> EDST/ECHE unit (Recommend infrequent attendance)		10	ECHE4200	The Educational Leader	10
General Elective OR <b>** Strongly recommended</b> EDST/ECHE unit (Recommend infrequent attendance)		10	EDST4060	Practice of Teaching: Transition to the Early Childhood Profession (25 days - choice of 0-2, 2-3 or 3-5 - includes TPA)	10

#### **\*\* Strongly recommended Elective Units**

To strengthen students' knowledge of topics in early childhood across a wider range of ACECQA curriculum requirements, it is *strongly recommended* that students include at least one of these electives in their program. With enrolment planning, Diploma Pathway students may be able to include all three:

- EDST3170 Indigenous Education
- ECHE4000 Individual Educational Project
- ECHE4520 Child Development: Research and Practice

## SECTION 2

### Professional Experience

#### 2.1 Introduction

In the undergraduate degree courses, Professional Experience (PEX) begins in the second year of full-time study. While in early childhood settings, the Teacher Education Student (TES) works with, and is supervised by, an experienced Supervising Teacher (ST) who acts as a mentor. Students are also allocated a Tertiary Supervisor (TS) who may visit the centre to meet with and observe the TES teach, as well as liaise between the ST and unit convenors.

#### Pattern of Professional Experience in Early Childhood Settings Four year full-time program

**TES** must complete a minimum of 80 days of supervised professional experience in early childhood settings.

Year of Study	Session	Professional Experience Unit	Professional Experience Days
Year 2	S1	EDST2010 Practice of Teaching: Introduction to the Early Childhood Context	10
Year 3	S1	EDST3020 Practice of Teaching: Outdoor Learning Environments	20
Year 4	S1	EDST4050 Practice of Teaching: Making Learning Visible with Infants and Toddlers	25
Year 4	S2	EDST4060 Practice of Teaching: Transition to the Early Childhood Profession	25

Full information about professional experience requirements may be found on the [Professional Experience](#) site.

Links to useful resources and information can be located at the EDSTCOMM [iLearn](#) site.

Appendix 1 - Plan your own program worksheet

2024 S1	2024 S2
2025 S1	2025 S2
2026 S1	2026 S2
2027 S1	2027 S2