



Alphacrucis University College

COURSE HANDBOOK

BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)

School of Education

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Overview

Bachelor of Education (Early Childhood and Primary)	Program Director	Dr Garrick Everett
	AQF Level	AQF Level 7
	Qualification	Bachelor
	Subjects	32
	Languages of Instruction	English
	CRICOS Code	109384G
	ASCED Code	070103
	Accreditation	Self-accreditation
	Course Length	4 years full-time; up to 12 years part-time
	Entry Requirements	https://www.ac.edu.au/awards/bachelor-education-early-childhood-and-primary/

COURSE OVERVIEW

The Bachelor of Education (Early Childhood and Primary) is an early childhood and pre-service teacher education program, designed to meet the ACECQA standards for early childhood teaching program assessment and Graduate Teacher Standards Descriptors (GTSDs) – professional knowledge, professional practice and professional engagement at the undergraduate teacher level. It equips students for provisional registration as generalist teachers for early childhood teaching and all primary school year levels. It provides a core of knowledge and understandings derived from the Early Learning Framework, Key Learning Areas (KLAs) and professional experience. In addition to developing general skills in critical thinking, problem solving, teamwork, and communication, the graduates will be equipped with theoretical knowledge in curriculum development and pedagogy, as well as skills in education areas, to equip them for teaching in an early learning centre or classroom.

This course shares a common first year with the Bachelor of Education (Primary), so students can transfer into the Primary at any time during their first year of study without being required to complete additional subject for their degree.

The purpose of this AQF Level 7 Bachelor coursework program is to integrate a well-developed foundation in educational knowledge, with a coherent theoretical understanding and professional experience framed within a Christian ethic of caring for their neighbour. In this sense, the BEd (Early Childhood and Primary) acts as an integrated environment for the preparation of students who wish to develop skills for a diverse range of educational applications. This can also take them on to postgraduate study in a selected area of practice.

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Course Structure

Note: Contact the Quality & Standards Team for access to previous course version.

This course structure applies to students enrolled from Semester 1, 2024 onwards.

The course structure is based on eight semesters (each of 13 weeks duration), with four subjects taught in each semester.

This award gives Teacher Education Students (TES) flexibility and options. They have the option of selecting purely a Primary pathway by means of the subject choice or an Early Childhood and Primary pathway. The exit point for the Primary pathway is after Semester 2.

Early Childhood and Primary pathway - required subjects:

- 10 cp from Christian Studies
- 140 cp Education (includes 20 days ECEC Professional Experience)
- 120 cp Curriculum Studies
- 20 cp Electives
- 20 cp K-6 Professional Experience (40 Days)
- 10 cp ECEC Professional Experience (20 Days)

To qualify for the award of the degree of Bachelor of Education (Early Childhood/Primary) TES shall accrue an aggregate of at least 320 credit points from subjects selected from either one or the other pathways above. For TES to register with their state teaching authority they need to complete the required number of teaching days in either pathway as stipulated by local registration/employing bodies.

Content of the course of study

Credit points

Christian Studies	ACA171 Faith and Purpose	1 x 10
Education Specific	EDU108 Introduction to Academic Writing and Research EDU103 Foundations of Christian Education EDU116 Introduction to Learning Theory EDU113 Wellbeing and Care: Health, Safety and Nutrition EDU115 Brain Development from a 21 st Century Perspective EDU107 Foundational Mathematics and Numeracy EDU227 Early Childhood and Childhood Development EDU214 Praxis and Pedagogy of Play (<i>includes EXP214 Professional Experience (Birth to 35 months) (10 days)</i>) EDU211 Learning and Teaching through Digital Technology EDU224 Inclusive Education EDU127 Aboriginal and Torres Strait Islander Perspectives EDU316 Differentiation, Classroom Engagement and Management (<i>includes EXP316 Professional Experience 3-5 years (10 days)</i>) EDU315 Leadership and Management	14 x 10

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	EDU332 Learning and Teaching in Community Contexts	
Professional Experience	EXP220 Professional Experience 3-5 years (20 days) EXP321 Professional Experience K-6 (20 days) EXP322 Professional Experience K-6 (20 days)	3 x 10
Curriculum Studies	CRS205 Language and Literacy CRS236 Creative Arts CRS206 Years K-2 Reading & the Landscape of Writing CRS207 Years 3-6 Reading and Writing and Practice CRS208 Primary Mathematics 1 CRS209 Primary Mathematics 2 CRS233 Science and Technology CRS304 Personal Development, Health and Physical Education (PDHPE) CRS204 Geography and History CRS301 STEAMS 1: Cross-Curriculum Pedagogy – Spiritually, Technology, English, Arts, Mathematics, Science – Stage 2 Focus CRS306 Years K-6 Language and Literacy CRS305 STEAMS 2: Cross-Curriculum Pedagogy – Spirituality, Technology, English, Arts, Mathematics, Science – Stage 3 Focus	4 x 10
Electives	Students can select an elective from one of the following units. <ul style="list-style-type: none"> • EDU322 Self-Reflective Educator • EDU347 Trauma Aware Education • SCC170 Psychology of Emotion and Wellbeing Any of the Maths OR English specialisation units below English <ul style="list-style-type: none"> • English - The Art of Writing • English - Years 3-6 Reading and Writing Maths <ul style="list-style-type: none"> • Numeracy and Mathematics Learning in Early Childhood • Mathematics and Numeracy in the Later Primary Years 	2 x 10
Rules of progression	Maximum of 10 subjects (100 credit points) at 100 level, and at least eight subjects (80 credit points) at 300 level.	
Other protocols of the course	Must have the appropriate approvals for working with children before they may enter a classroom. Must pass LANTITE before their final placement and preferably earlier in their program.	
Pre-requisites for specific subjects	Pre-requisites are noted on the subject outline. Students must have completed the pre-requisite to enrol in the subject.	

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Indicative Course Progression

Based on a full-time study mode

CHRISTIAN STUDIES	EDUCATION SPECIFIC	CURRICULUM STUDIES	ELECTIVES	PROFESSIONAL EXPERIENCE
First Year				
Semester 1		Semester 2		
ACA171	Faith and Purpose	EDU113	Wellbeing and Care: Health, Safety and Nutrition	
EDU108	Academic Writing and Professional Communication	EDU115	Brain Development from a 21st Century Perspective	
EDU103	Foundations of Christian Education	EDU107	Foundational Mathematics and Numeracy	
EDU116	Introduction to Learning Theory	EDU227	Early Childhood and Childhood Development	
Second Year				
Semester 3		Semester 4		
EDU214 + EXP214	Praxis and Pedagogy of Play	EDU316 + EXP316	Differentiation, Classroom Engagement and Management	
	Professional Experience (Birth to 35 months) (10 days)		Professional Experience 3-5 yrs (10 days)	
CRS205	Language and Literacy	EDU224	Inclusive Education	
EDU236	Creating Positive Learning Environments	EDU127	Aboriginal and Torres Strait Islander Perspectives	
EXP220	Professional Experience (3-5 yrs) (20 days)	CRS236	Creative Arts	
Third Year				
Semester 5		Semester 6		
CRS206	Years K-2 Reading & the Landscape of Writing	CRS207	Years 3-6 Reading and Writing and Practice	
CRS233	Science and Technology	CRS209	Primary Mathematics 2	
CRS304	Personal Development, Health and Physical Education (PDHPE)	CRS204	Geography and History	
CRS208	Primary Mathematics 1	EXP321	Professional Experience K-6 (20 days)	
Fourth Year				
Semester 7		Semester 8		
CRS301	STEAMS 1: Cross-Curriculum Pedagogy –	CRS305	STEAMS 2: Cross-Curriculum Pedagogy – Spirituality,	

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	Spirituality, Technology, English, Arts, Mathematics, Science – Stage 2 Focus		Technology, English, Arts, Mathematics, Science – Stage 3 Focus
CRS306	Years K-6 Language and Literacy	EDU332	Learning and Teaching in Community Contexts
	Elective		Elective
EDU315	Leadership and Management	EXP322	Professional Experience K-6 (20 days)

Course Learning Outcomes

<p>Graduates will be able to demonstrate:</p> <ul style="list-style-type: none"> • broad and coherent knowledge of Christian doctrine, tradition and history as a foundation for the development of a Christian worldview; • in-depth knowledge of key issues and practices in the discipline area of early childhood and primary teaching; • general knowledge of scholarship and recent developments in the KLA's pertaining to primary teaching, including, where appropriate, across disciplines • broad and coherent understanding regarding the planning, implementation, assessment and reporting of pedagogically sound learning activities consistent with a Christian worldview and appropriate to the demands of the teaching context;
<p>Graduates will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • analyse and interpret the stages of development in physical, cognitive, social/emotional and spiritual growth in children and apply it to diagnosis and teaching strategies for progression of students; • analyse and synthesise various pedagogical approaches with differing ideologies and develop skills and strategies (including technologies) to enhance the quality of learning for all students, including those from marginalised communities; • communicate effectively coherent ideas and proposed solutions to peers and general audiences in diverse contexts; • identify and critically evaluate new developments of research and scholarship in the discipline area of early childhood and primary teaching; • discuss and analyse contemporaneous topics, issues and challenges impacting on primary teaching, from a Christian worldview, to develop appropriate solutions; • discuss and analyse contemporaneous topics, issues and challenges impacting on early childhood and primary teaching, from a Christian worldview, to develop appropriate solutions; • comply with professional codes of ethics and regulations which impact on the ability to work with children and keep abreast of changes in the legislation and practice applicable to the specific teaching context; • work independently, responsibly and with the level of professionalism expected of an expert in early childhood and primary teaching; • collaborate with the broader community of Christian teachers and school leaders to provide appropriate collegial support; • undertake self-reflection and evaluation of teaching performance for the purpose of vocational development.

Work Integrated Learning

Work-Integrated Learning may be undertaken through the School Professional Placement. These subjects seek to create a direct linkage between the learning, skills and values engaged in lectures, and the reflection which occurs when these are applied in real-life settings. These work-based training subjects comprise of instruction, academic assessment and a placement in a workplace for each subject. Organisation and placement will be conducted by the AC Professional Experience Coordinator.

To qualify for the award of the degree of Bachelor of Education (Early Childhood and Primary), TES will complete 90 days of professional experience across the course. TES will also participate in 10 observation days.

If a teacher education student has gained employment as a teacher's aide (TA), they may apply for recognised prior learning or advanced standing. See the School of Education Guide for details regarding this process.

For further information related to Teaching School Hubs and Work-Integrated Learning please go to <https://www.ac.edu.au/study/education/hubs/>.

Other Course Information

For other course information, such as information on Professional Accreditation and available intakes, visit the course web page:

<https://www.ac.edu.au/awards/bachelor-education-early-childhood-and-primary/>

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Useful Links

AC WEBSITE



<https://www.ac.edu.au/>

ACADEMIC CALENDAR



<https://www.ac.edu.au/key-dates/>

HOW TO ENROL



Please see the [Timetable](#) for available subjects and contact [Student Support Team](#) for tailored academic advice before completing the enrolment form.

AC POLICIES



<https://ww1.ac.edu.au/ppm/>

LEARNING MANAGEMENT SYSTEM



Enrolled students will have access to AC's [LMS](#)

FEEES



<https://www.ac.edu.au/fees-financing/>

STUDENT FORMS



<https://www.ac.edu.au/forms/>

GRADUATE ATTRIBUTES



<https://ww1.ac.edu.au/ppm/graduate-attributes-policy/>

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Student Support

The Student Support team are available if you need assistance. Email the team via: studentsupport@ac.edu.au or book a phone or video call via: [Bookings](#)

Phone: (02) 8893 9005

<https://www.ac.edu.au/student-services/>

For disability support please contact dso@ac.edu.au

