Bachelor of Early Childhood and Primary Education (326JA.3)

Please note these are the 2022 details for this course

Domestic students

Selection rank	60
	Note:
	The selection rank is the minimum ATAR plus adjustment factors required for admission to the program in the previous year. This is an indicative guide only as ranks change each year depending on demand.
Delivery mode	On campus
Location	Bruce, Canberra
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	364103
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.
	View IELTS equivalences

International students

Academic entry requirements	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page. View UC's academic entry requirements
Delivery mode	On campus
Location	Bruce, Canberra
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	088695C
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website. View IELTS equivalences

About this course

Nurture children from birth to Year Six

If your ambition is to work as a teacher in a preschool, early learning centre or primary school, then UC's Bachelor of Early Childhood and Primary Education will provide you with a broad and innovative education degree which prepares you for a future-focused career.

Taught in partnership with the Canberra Institute of Technology (CIT), which delivers the first year of the course as a Diploma of Early Childhood Education and Care, this four-year degree is carefully structured with a balance of both theory and practice in teaching.

During your first year of study, you'll undertake professional teaching placements in early childhood and preschool settings.

Pedagogical Content Knowledge (PCK) units across your remaining three years are taught on-site in schools, providing you with ongoing

opportunities to engage with children of all ages and embrace your course learnings first-hand. Whether you choose to launch your career in an early childhood or primary school environment, you'll graduate classroom-ready and keen to inspire the next generation of children aged 0 to 12.

Study a Bachelor of Early Childhood and Primary Education at UC and you will:

- gain appropriate scientific, literacy and numeracy knowledge
- learn the theories and principles that are the foundation for educational issues and practice in primary and early childhood settings
- demonstrate understanding of student needs and differences, and the relevance of these to learning in inclusive, indigenous, English as an Additional Language or Dialect (EALD) and mainstream settings
- plan and develop appropriate teaching activities for students from a diverse range of backgrounds
- develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and your own teaching
- apply the required content knowledge for all primary school curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies, and the effective use of Information and Communication Technologies (ICT) in teaching and learning
- reflect on your practice and experiences and engage in a process of continual improvement.

Work Integrated Learning (WIL)

A teaching degree, by its very nature, is the embodiment of Work Integrated Learning (WIL), with its focus on compulsory professional teaching practice.

During this course, you'll undertake a minimum of 120 days of practical placement within schools and educational facilities, including at least 40 days in an early childhood environment and 80 days across a range of primary school settings.

In addition to this, the course content is developed by early childhood and primary education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry.

You'll undertake authentic assessment tasks which are highly relevant to the day-to-day practice of teaching, and will take part in regular professional development activities, field trips to educational sites, lectures hosted by guest speakers from a range of education and teaching backgrounds, and more.

Career opportunities

- Early childhood teacher
- Early learning centre director
- Educational leader
- Early childhood policy adviser
- Early childhood advocator
- Early intervention teacher
- Primary school teacher
- Principal

- Deputy principal
- Executive teacher
- Special needs teacher
- Gifted and talented teacher
- Relief teacher
- Private tutor
- Schools policy adviser
- Children's services manager
- OSHC coordinator (Out of School Hours Care)
- Schools engagement coordinator

Course specific information

This course is delivered in partnership with Canberra Institute of Technology (CIT). CIT staff deliver the first year of the course, which is the equivalent of the CIT Diploma of Early Childhood Education and Care. The competencies required for the Diploma are embedded in the University units, which are taught at the AQF7 level.

There is a pathway into this course for applicants who have completed the CIT Diploma of Early Childhood Education and Care (or equivalent qualification from another ACECQA-approved Diploma course). Credit for 8 units (24 credit points) of this course will be granted to applicants who have completed an ACECQA-accredited Diploma of Early Childhood Education and Care. The 24 credit points will be based upon credit being granted for:

- 10173 – Curriculum Design in Early Childhood Education – 3cp, Level 1
- 10174 – Development in Early Childhood Education – 3cp, Level 1
- 10171 – Health and Wellbeing in Early Childhood Education – 3cp, Level 1
- 9874 – Human Development and Learning – 3cp, Level 1
- 10169 – Infant and Toddler Education – 3cp, Level 1
- 10170 – Pedagogy of Relationships in Early Childhood Education – 3cp, Level
- 10172 – Regulatory Frameworks in Early Childhood Education – 3cp, Level 1
- 10175 – Quality Improvement in Early Childhood Education – 3cp, Level 1

Applicants with equivalent diplomas from providers other than CIT will also be granted the same 8 units of credit. Where an applicant does not have a completed diploma (ACECQA approved), no credit will be granted.

Students must obtain a Working with Vulnerable People Check before their first placement.

This course requires external accreditation from two independent regulatory authorities. The early childhood profession is regulated by ACECQA and is accredited by ACECQA in order for graduates to be employed in early childhood settings. The Primary profession in the ACT is regulated by the ACT Teacher Quality Institute (TQI) and is accredited by ACT TQI in order for graduates to be employed in primary schools.

On graduating, students must register with the appropriate state teaching body in order to teach.

Professional accreditation

This course requires external accreditation from two independent regulatory authorities. The Early Childhood profession is regulated by ACECQA and is accredited by ACECQA in order for graduates to be employed in Early Childhood settings. The Primary profession in the ACT is regulated by the ACT Teacher Quality Institute (TQI) and is accredited by ACT TQI in order for graduates to be employed in Primary Schools.

Admission requirements

Admission to this course is based on an entrance rank. A rank can be achieved by the following means:

- Year 12 ATAR

- other Australian Qualification

- work experience

- overseas qualification

We also offer a number of entry initiatives that give you the opportunity to gain entry to the University via alternate pathway programs and admissions schemes.

More information is available on our Alternative Entry page: http://www.canberra.edu.au/future-students/applications/apply-now/alternative-entry

In addition there is a pathway into this course for applicants who have completed the CIT Diploma of Early Childhood Education and Care (or equivalent qualification from another ACECQA approved Diploma course). Credit for 8 units (24 credit points) of this course will be granted to applicants who have completed an ACECQA accredited Diploma of Early Childhood Education and Care. The 24 credit points will be based upon credit being granted for:

- 9874 - Human Development and Learning - 3 cp, Level 1

- 10169 - Infant and Toddler Education - 3 cp, Level 1

- 10170 - Pedagogy of Relationships in Early Childhood Education - 3 cp, Level 1

- 10171 - Health and Wellbeing in Early Childhood Education - 3 cp, Level 1

- 10172 - Regulatory Frameworks in Early Childhood Education - 3 cp, Level 1

- 10173 - Curriculum Design in Early Childhood Education - 3 cp, Level 1

- 10174 - Development in Early Childhood Education - 3 cp, Level 1

- 10175 - Quality Improvement in Early Childhood Education - 3 cp, Level 1

Applicants with equivalent Diplomas from providers other than CIT also be granted the same 8 units of credit. Where an applicant does not have a completed Diploma (ACECQA approved), NO credit will be granted.

Additional admission requirements

All applicants will be required to complete a written statement in response to questions designed to assess their suitability for the teaching profession. Applicants' responses to these questions must be deemed satisfactory for them to be admitted to this course. You can find the questions in the 'resources' section of the online application portal when you are applying. You can upload your responses in

PDF format as part of your application. https://www.canberra.edu.au/about-uc/faculties/education/docs/UG-Teacher-Education-questionnaire.pdf

Students must obtain a Working with Vulnerable People Check.

Assumed knowledge

ACT: English & Maths (T with C minimum pass) NSW: Higher School Certificate English and Maths minimum

Periods course is open for new admissions

This course is not open for new admissions.

Credit arrangements

There are currently no formal credit transfer arrangements for entry to this course. Any previous study or work experience will only be considered as part of the application process in accordance with current course rules and university policy.

Course requirements

Bachelor of Early Childhood and Primary Education (326JA) | 96 credit points

Required - Must pass 96 credit points as follows

Expand All | Collapse All

Major in Pedagogy and Practice (MJ0278) | 21 or 24 credit points

For the 21cp Major - Must pass 21 credit points as follows

The Practice (PCK) of Teaching English (9886) | 3 credit points — Level 3

The Practice (PCK) of Teaching Mathematics (9888) | 3 credit points — Level 3

Planning Assessing and Reporting (9894) | 3 credit points — Level 3

Teachers as Professionals (9918) | 6 credit points — Level 4

Engaging with Curriculum Frameworks (11766) | 3 credit points — Level 1

The Practice (PCK) of Teaching Science and Technologies (11780) | 3 credit points — Level 3

For the 24cp Major - Must pass 24 credit points as follows

The Practice (PCK) of Teaching English (9886) | 3 credit points — Level 3

The Practice (PCK) of Teaching Mathematics (9888) | 3 credit points — Level 3

The Practice (PCK) of Teaching Science (9889) | 3 credit points — Level 3

Planning Assessing and Reporting (9894) | 3 credit points — Level 3

Teachers as Professionals (9918) | 6 credit points — Level 4

Foundations of Pedagogy (11765) | 3 credit points — Level 1

Engaging with Curriculum Frameworks (11766) | 3 credit points — Level 1

Note:

- The 21 credit point Major is for students enrolled in 326JA Bachelor of Early Childhood & Primary Education. All other students should complete the 24 credit point Major.

Required Units - Must pass 75 credit points as follows

Classroom Climate and Organisation (9860) | 3 credit points — Level 2

Core Literacy (9863) | 3 credit points — Level 1

Core Mathematics (9864) | 3 credit points — Level 1

Designing Learning for Diversity and Inclusion (9869) | 3 credit points — Level 2

Human Development and Learning (9874) | 3 credit points — Level 1

Issues in Literacy Development and Teaching (9880) | 3 credit points — Level 4

Mathematics in the Differentiated Classroom (9883) | 3 credit points — Level 4

The Practice (PCK) of Teaching the Arts (9885) | 3 credit points — Level 3

The Practice (PCK) of Teaching HPE (9887) | 3 credit points — Level 3

The Practice (PCK) of Teaching Humanities and Social Sciences (9891) | 3 credit points — Level 3

Infant and Toddler Education (10169) | 3 credit points — Level 1

Pedagogy of Relationships in Early Childhood Education (10170) | 3 credit points — Level 1

Health and Wellbeing in Early Childhood Education (10171) | 3 credit points — Level 1

Regulatory Frameworks in Early Childhood Education (10172) | 3 credit points — Level 1

Curriculum Design in Early Childhood Education (10173) | 3 credit points — Level 1

Development in Early Childhood Education (10174) | 3 credit points — Level 1

Quality Improvement in Early Childhood Education (10175) | 3 credit points — Level 1

Inclusion and Intervention in the Early Years (10177) | 3 credit points — Level 2

Philosophies and Pedagogies in Early Childhood Education (10178) | 3 credit points — Level 2

STEM in the Early Years (10179) | 3 credit points — Level 4

Leadership in Early Childhood Education (10180) | 3 credit points — Level 4

Addressing Challenges in Early Childhood Education (10181) | 3 credit points — Level 4

Using Data to Improve Learning (10354) | 3 credit points — Level 3

Engaging with LANTITE (10453) | 0 credit points — Level 1

Foundations of Early Literacy Instruction (11763) | 3 credit points — Level 2

Children's Literature (11764) | 3 credit points — Level 2

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the inherent requirements statement applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

Health and Wellbeing in Early Childhood Education (10171)

Infant and Toddler Education (10169)

Pedagogy of Relationships in Early Childhood Education (10170)

Regulatory Frameworks in Early Childhood Education (10172)

Semester 2

Curriculum Design in Early Childhood Education (10173)

Development in Early Childhood Education (10174)

Engaging with Curriculum Frameworks (11766)

Quality Improvement in Early Childhood Education (10175)

Year 2

Semester 1

Core Literacy (9863)

Core Mathematics (9864)

Engaging with LANTITE (10453)

Human Development and Learning (9874)

Philosophies and Pedagogies in Early Childhood Education (10178)

Semester 2

Children's Literature (11764)

Classroom Climate and Organisation (9860)

Designing Learning for Diversity and Inclusion (9869)

Inclusion and Intervention in the Early Years (10177)

Year 3

Semester 1

Foundations of Early Literacy Instruction (11763)

The Practice (PCK) of Teaching English (9886)

The Practice (PCK) of Teaching Humanities and Social Sciences (9891)

The Practice (PCK) of Teaching Science and Technologies (11780)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching Mathematics (9888)

Using Data to Improve Learning (10354)

Year 4

Semester 1

Issues in Literacy Development and Teaching (9880)

Mathematics in the Differentiated Classroom (9883)

Teachers as Professionals (9918)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Leadership in Early Childhood Education (10180)

STEM in the Early Years (10179)

The Practice (PCK) of Teaching the Arts (9885)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Classroom Climate and Organisation (9860)

Designing Learning for Diversity and Inclusion (9869)

Engaging with Curriculum Frameworks (11766)

Human Development and Learning (9874)

Year 2

Semester 1

Health and Wellbeing in Early Childhood Education (10171)

Infant and Toddler Education (10169)

Pedagogy of Relationships in Early Childhood Education (10170)

Regulatory Frameworks in Early Childhood Education (10172)

Semester 2

Curriculum Design in Early Childhood Education (10173)

Development in Early Childhood Education (10174)

Inclusion and Intervention in the Early Years (10177)

Quality Improvement in Early Childhood Education (10175)

Year 3

Semester 1

Core Literacy (9863)

Core Mathematics (9864)

Engaging with LANTITE (10453)

Philosophies and Pedagogies in Early Childhood Education (10178)

The Practice (PCK) of Teaching Humanities and Social Sciences (9891)

Semester 2

Children's Literature (11764)

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching Mathematics (9888)

Year 4

Semester 1

Foundations of Early Literacy Instruction (11763)

The Practice (PCK) of Teaching English (9886)

The Practice (PCK) of Teaching Science and Technologies (11780)

Using Data to Improve Learning (10354)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Leadership in Early Childhood Education (10180)

STEM in the Early Years (10179)

Course information

Course duration

Standard eight semesters full-time or equivalent. Maximum twenty semesters.

Learning outcomes

Learning outcomes	Related graduate attributes
Apply the requisite content knowledge for all Early Childhood and Primary School Curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies and the effective use of ICT in teaching and learning.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives. UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.
Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.
	UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.
	UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.
	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways.
Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in early childhood and primary settings.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display

initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; evaluate and adopt new technology.

Demonstrate knowledge and understanding of student needs and differences and the relevance of these to learning in inclusive, indigenous, EALD and mainstream settings within early childhood centres and primary schools.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives. UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology. UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in

ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of early childhood and primary school learners.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.
	UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.
	UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.
	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.
Reflect effectively on their practice and on their experiences within their profession and use that reflection to engage in a process of continual improvement.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.
	UC graduates are global citizens: Think globally about issues in their

profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Plan and develop appropriate teaching activities for students from a diverse range of backgrounds.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

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	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways.
Develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and their own teaching.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload.
	UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; make creative use of technology in their learning and professional lives.
	UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; evaluate and adopt new technology.
	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Placements requirements

All students enrolled in programs of initial teacher education are required to complete the statutory checks for working in the school environment that exist in any state or territory where they undertake school based activity. Please note that all students commencing or continuing an initial teacher education course are required to successfully complete both components of the Literacy and Numeracy Test for Initial Education Students (LANTITE) during their degree. More information about the LANTITE can be found at: https://teacheredtest.acer.edu.au/ All students enrolled in an initial teacher education course are also required to successfully complete all components of a Teacher Performance Assessment (TPA) tool integrated into final-level school-based placements and associated units of study.

Majors

- Major in Pedagogy and Practice (MJ0278)

Awards

Award	Official abbreviation
Bachelor of Early Childhood and Primary Education	B EC & Prim Ed

Honours

None.

Alternative exits

205JA Bachelor of Education Studies

Enquiries

Student category	Contact details
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Current and Commencing Students	Please contact the University Student Centre by Email estem-courseadvice@canberra.edu.au or Phone 1300 301 727
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342

Download your course guide

Scholarships

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