



THE UNIVERSITY OF NOTRE DAME AUSTRALIA

Bachelor of Education (Early Learning)

Bachelor of Education (Early Learning)

School of Education

If you are passionate about teaching young children and fostering an enthusiasm for lifelong learning, The University of Notre Dame Australia's Bachelor of Education (Early Learning) degree is the ideal choice for you. The four-year degree has flexible full-time or part-time study options available. Our degree will prepare you to teach early learning and primary-aged children in Catholic, Independent and Government Schools in Australia. Contact us today to be the future of education.

Why study this degree?

The Bachelor of Education (Early Learning) qualifies graduates to work with children in both early learning and primary school settings in WA. The program strikes a

balance between theory and practice. In addition to core developmental and learning areas students engage in 95 days of professional experience.

The Bachelor of Education (Early Learning) offers students the unique opportunity to complete a Specialisation leading to Accreditation to teach in Catholic schools or the opportunity to complete a Major in Special and Inclusive Education. The **Bachelor of Early Learning** is nested within the Bachelor of Education (Early Learning) and provides an exit award at the conclusion of Year Three of FTE study. The exit award is provided specifically for students seeking employment in the pre-compulsory school setting in WA and therefore is accredited with ACECQA but is not a TRBWA Accredited teaching qualification.

Program summary

Year One

- EDUC1032: Contemporary Theories on Child Development and Learning
- EDUC1027: Inclusion and Diversity in Early Childhood
- EDUC1033: Understanding and Guiding Children's Behaviour
- EDUC1034: Play as Pedagogy
- EDUC1035: Health, Wellbeing and Fundamental Movement Skills
- EDUC1028: Teaching and Learning in Context
- EDUC1036: Holistic Care for Young Children

Year Two

- EDUC2046: Foundations of Language and Literacy

- EDUC2059: Mathematical Development – 0-5 Years Numeracy and Mathematics
- EDUC2064: Pedagogical Documentation in Early Childhood
- EDUC2065: Professionalism, Leadership and Management in Early Childhood
- EDUC3046: Aboriginal and Torres Strait Islander Students: Culturally Responsive Connections
- EDUC2066: Catering for Children with Special Needs
- EDUC2060: Integrating Language and Literacy Through the Arts
- EDUC2068: Scientific and Digital Inquiry in Early Childhood

Year Three

- EDUC3061: Families and Partnerships in Teaching and Learning
- EDUC3XXX: Mathematical Development – 0-8 Years Numeracy and Mathematics
- EDUC3063: Language and Literacy 1
- EDUC3064: Early Intervention in Early Childhood Contexts
- EDUC3056: Trends in Early Childhood Education and Care

Year Four

- EDUC4037: Humanities and Social Sciences in Early Childhood
- EDUC4049: Mathematical Development – 5-8 years Numeracy and Mathematics
- EDUC4040: Language and Literacy 2
- EDUC4036: Research Capstone

- EDUC4XXX: Professional Engagement
- EDUC4XXX Teaching internship
- Either a Specialisation in Religious Education OR a Major in Special and Inclusive Education

Specialisation Subjects

- Science
- HASS
- Special Needs
- Drama
- Service Learning and Social Justice
- Mathematics
- English

core-curriculum

Core Curriculum

- CORE I: Foundations of Wisdom
- CORE II: Elective
 - Electives in philosophy and\or theology
 - Professional embedded electives that integrate studies in a profession with philosophy and\or theology
 - An option to undertake a pilgrimage embedded in the study of the philosophy and theology of pilgrimage, e.g., World Youth Day
 - An option to undertake a course that integrates philosophy & theology with community service and charity work
 - An option to undertake an elective in philosophy,

theology, and the liberal arts contained within an international experience

education freeo

More information regarding courses can be found at the [course descriptions \(https://www.notredame.edu.au/about-us/faculties-and-schools/school-of-education/fremantle/course-descriptions\)](https://www.notredame.edu.au/about-us/faculties-and-schools/school-of-education/fremantle/course-descriptions) page.

Full details of the program requirements are contained in the [Program Requirements \(https://www.notredame.edu.au/resources/documents/regulation-of-education-early-learning\)](https://www.notredame.edu.au/resources/documents/regulation-of-education-early-learning).

Entry requirements

drop-down code

Entry requirements WA

Learning outcomes

Upon successful completion of the **Bachelor of Education (Early Learning)** graduates will:

Knowledge:

1. Synthesise knowledge of current research and theoretical perspectives of early years education
2. Synthesise knowledge of relevant and current perspectives on child development for the emotional, personal, social, language, cognitive, physical, spiritual,

creative, and cultural domains in order to make planning, teaching and assessment responsive to the needs of the child

3. Demonstrate the required knowledge of curriculum and policy frameworks and their application across early years' contexts
4. Critically reflect on international perspectives and contemporary issues in early childhood

Practice:

5. Demonstrate effective communication and collaborative skills in a variety of early years' contexts
6. Demonstrate competence in planning and implementing teaching and learning engagements for children from diverse backgrounds and of ranging abilities, based on sound understandings of early years' pedagogy drawn from research and theory
7. Apply professional and practice knowledge and skills to plan, teach, assess, and evaluate programs that establish a strong foundation for children's well-being and future success

Engagement:

3. Utilise skills for engaging appropriate and effective partnerships with families, communities, organizations and other professionals
4. Develop dispositions for continued learning in evolving teaching contexts including the development of skills in inquiry, self-reflection, and advocacy

Practical component

Students are required to complete all practicums (95 days) within the program.

- EDUC1028: Teaching and Learning in Context (10days K/PP-School)
- EDUC2046: Foundations of Language and Literacy (20days 0-3- Early Learning)
- EDUC3055: Theory to Practice: K/PP Professional Experience (25days K/PP-School)
- EDUC4041: Teaching internship (40days PP-Yr3-School)

To be able to undertake Professional Experience all students must complete a Working with Children Check, and an Education Policy History Check. Students must maintain valid checks throughout the duration of their program.

Career opportunities

Teachers graduating with a Bachelor of Education (Early Learning) will be able to work in Australia as primary school teachers in Catholic, Independent and Government schools.

Real-world experience

You will learn from academics who are industry leaders and, through our practicum placements and internship programs, you will gain real professional experience and make valuable contacts with potential employers.

Professional accreditation

The Bachelor of Education (Early Learning) is accredited by the national body the Australian Institute for Teaching and School Leadership (AITSL) via the agency of the Teachers Registration Board of Western Australia (TRBWA) as well as by the national body the Australian Children's Education and Care Quality Authority (ACECQA).

Study abroad

A global perspective adds a valuable dimension to your university education. At Notre Dame University you can study while experiencing the world. We encourage students to become active global citizens through a range of exchange programs, professional placements, study tours, and volunteer opportunities. Visit [International Opportunities](https://www.notredame.edu.au/study/international-students) (<https://www.notredame.edu.au/study/international-students>) to find out more.

Fees and costs

This Program has the following loan scheme(s) available for eligible students:

Commonwealth Supported Place (CSP)

A Commonwealth Supported Place (CSP) is a place at a university where the Australian Government pays part of your fees. This part is a subsidy, not a loan, and you don't have to pay it back. However, this subsidy does not cover the entire cost of your study. Students must pay the rest, which is called the 'student contribution amount'.

In a Commonwealth Supported Place, your fees are subsidised by the Australian Government. Your fees will be split into two portions:

The Commonwealth contribution, which is the portion paid by the Australian Government.

The student contribution, which is the portion you pay. You may choose to pay upfront or defer your student contribution with a HECS-HELP Loan. The [HECS-HELP loan scheme](https://www.studyassist.gov.au/preview-link/node/106/5de65e70-6656-4297-a79d-19fd4a6deadd) (<https://www.studyassist.gov.au/preview-link/node/106/5de65e70-6656-4297-a79d-19fd4a6deadd>) assists eligible students with the payment of all, or part, of

their tuition fees, not including additional study costs such as accommodation or textbooks. Your HECS-HELP debt will be indexed each year in line with the Consumer Price Index.

Eligible students will be offered a CSP – you do not need to apply.

For indicative fees and information on how to pay, including Government loan schemes and our online calculator, visit our [Fees, costs and scholarships page](https://www.notredame.edu.au/study/fees-costs-and-scholarships) (<https://www.notredame.edu.au/study/fees-costs-and-scholarships>).

Student profile data

The tables below gives an indication of the likely peer cohort for new students in this Program. It provides data on all students who commenced in this Program in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Fremantle Student Profile Data

TABLE 1a - Bachelor of Education (Primary) BASIS OF ADMISSION IN SEMESTER 1, 2022 INTAKE

Applicant background	Semester 1 2022	
	Number of students	Percentage of all students
(A) Higher education study	37	46%

(includes a bridging or enabling course)		
(B) Vocational education and training (VET) study	<5	N/P
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	N/P
(D) Recent secondary education: <ul style="list-style-type: none"> ◦ Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) 	<5	N/P
<ul style="list-style-type: none"> ◦ Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, interview, extra test, early offer conditional on minimum ATAR) 	8	10%
<ul style="list-style-type: none"> ◦ Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, interview, school marks & recommendation with no minimum ATAR requirement) 	29	36%
International students	N/A	N/A
<i>All students</i>	<i>81</i>	<i>100.0%</i>

TABLE 1b - Bachelor of Education (Primary) ATAR PROFILE DATA FOR APPLICANTS ENTERING ON THE BASIS OF *RECENT SECONDARY EDUCATION* IN SEMESTER 1, 2022 INTAKE

RECENT SECONDARY EDUCATION - ATAR-based offers	ATAR (Excluding adjustment factors) *	Selection Rank (ATAR plus any adjustment factors) *[only if relevant]
Highest rank to receive an offer	90.30	94.30
Median rank to receive an offer	78.43	81.425
Lowest rank to receive an offer	65.05	70.00

Sydney Student Profile Data

TABLE 1a - Bachelor of Primary Education BASIS OF ADMISSION IN SEMESTER 1, 2022 INTAKE

Applicant background	Semester 1 2022	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	17	10%
(B) Vocational education and training (VET) study	<5	N/P
(C) Work and life experience (Admitted on the basis of previous achievement not in the	8	4%

other three categories)		
(D) Recent secondary education: <ul style="list-style-type: none"> ◦ Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) 	N/A	N/A
<ul style="list-style-type: none"> ◦ Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, interview, extra test, early offer conditional on minimum ATAR) 	9	5%
<ul style="list-style-type: none"> ◦ Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, interview, school marks & recommendation with no minimum ATAR requirement) 	142	80%
International students	N/A	N/A
<i>All students</i>	<i>178</i>	<i>100.0%</i>

TABLE 1b - Bachelor of Primary Education ATAR PROFILE DATA FOR APPLICANTS ENTERING ON THE BASIS OF *RECENT SECONDARY EDUCATION* IN SEMESTER 1, 2022 INTAKE

RECENT SECONDARY EDUCATION -	ATAR (Excluding adjustment	Selection Rank (ATAR plus any adjustment
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ATAR-based offers	factors) *	factors) *[only if relevant]
Highest rank to receive an offer	91.25	93.25
Median rank to receive an offer	78.75	84.00
Lowest rank to receive an offer	62.30	70.30

Notes:

“<5” – the number of students is less than 5

N/A – Students not accepted in this category

N/P – Not published: the number is hidden to prevent the calculation of numbers in cells with less than 5 students

In 2022, due to COVID, additional adjustment factor points were granted to applicants from NSW, ACT and VIC.

More information

Considering your uni options?

Talk to one of our career advisors for a personalised advice session (<https://calendly.com/d/dmr-5gg-c2h>). Our advisors provide support while choosing a program of study and completing our application process. **Book my session. (<https://calendly.com/d/dmr-5gg-c2h>)**

For more information, please call our Prospective Students Office on +61 8 9433 0533 or email future@nd.edu.au (<mailto:future@nd.edu.au>).

All international enquiries should contact the International Students Office on international@nd.edu.au (<mailto:international@nd.edu.au>).

APPLY DIRECT ↗

Need help? Ask Notre Dame

(08) 9433 0533

Duration: 4 years full-time or equivalent part-time

Duration type: Full time; Part time

Campus: Fremantle

Study mode: On campus

Commencement: Semester 1; Semester 2

Program code: 3584

Fee: Commonwealth Supported Place (CSP)

Practical Component: 95 days

APPLY DIRECT [NOTREDAME.EDU.AU](https://www.nd.edu.au)