



BACHELOR OF EARLY CHILDHOOD EDUCATION

Building Foundations, Inspiring young minds, Shaping Futures



A degree in Early Childhood Education empowers individuals to influence young minds and drive educational reforms, beyond just job opportunities.

Bachelor of Early Childhood Education

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About the Course

Course ID	CRS1401744
AQF Level	AQF 7
Typical Duration	3 years full time
Delivery Mode	On Campus: Face-to Face
Units of Study	24

The LIHE Bachelor of Early Childhood Education is a high quality strategically designed course that prepares future teachers with a comprehensive understanding of early childhood development, insightful perspectives, and practical experience necessary to support the learning and development of young children, preparing you for a rewarding career as an early childhood teacher and related fields.

Key Features

- **Comprehensive Curriculum:** Engage in studies that cover a wide range of subjects including child development and care, historical and contemporary perspectives of early childhood, education and curriculum studies, teaching pedagogies, family and community contexts and early childhood professional practice.
- **Diversity and Inclusion:** Learn to support learners with diverse needs, cultures and backgrounds including incorporate Australian Indigenous histories, cultures, and perspectives within early childhood settings.
- **Early Childhood Policy, Legislation and Frameworks:** Gain knowledge to navigate the regulatory and legal aspects of early childhood education and learn to advocate for and implement policies that support the well-being and development of young children.
- **Family and Community Engagement:** Learn the importance of building strong family and community partnerships, co-constructing curriculum, and implementing effective strategies for guiding and engaging young children.
- **Practical Experience:** Put theory into practice during 85 days of extended professional experience in a range of real-world early childhood settings.
- **Current Educational Trends:** Become informed about the latest educational trends and priorities and implement innovative practices that address the learning, wellbeing and evolving needs of young children.

Why Choose LIHE?

- **Commitment to Excellence in Higher Education:** Benefit from LIHE's commitment to provide humanist and holistic education, preparing graduates with advanced knowledge, and skills for career success and societal transformation.
- **Expert Faculty:** Learn from highly-qualified, experienced faculty and practising early childhood teachers
- **Learning Environment:** Become a member of the LIHE learning community, studying and interacting within our beautiful new and centrally located campus just opposite Hyde Park in Sydney
- **State-of-the-Art Facilities:** Access modern learning spaces and resources designed to enhance your learning experience.
- **Career Support:** Benefit from our dedicated student support services to help you transition from student to early childhood teaching professional.

Core Employment Skills

Graduates of the Bachelor of Early Childhood Education (BECE) possess a diverse set of core employability skills and attributes essential for thriving in the field.

These include:



- Strong communication and interpersonal skills for effectively engaging with children, families, and colleagues
- Critical thinking and problem-solving abilities to address developmental and educational challenges
- Organisational skills for planning and implementing educational activities
- Adaptability to respond to the evolving needs of young learners and
- Empathy and cultural sensitivity, ensuring ability to provide an inclusive and supportive learning environment.

Career Opportunities

Graduates of the LIHE Bachelor of Early Childhood Education course will be in high-demand for employment as early childhood teachers, educational leaders and in related areas such as consultancy, policy, research and community-based organisations.

They will be well-prepared for diverse career opportunities, such as:

- Early Childhood Teacher
- Early Childhood Centre Director
- Family Support Specialist
- Early Intervention Specialist
- Early Childhood Curriculum Developer
- Early Childhood Educational Consultant
- Child Development Researcher
- Early Childhood Special Education Teacher



Professional Experience Placements

The LIHE Bachelor of Early Childhood Education (BECE) course integrates 85 days of professional experience across six structured placements, allowing teacher education students to engage in extended periods of supervised teaching practice. In the first year, students undertake two 10-day early immersion placements within core subjects, providing initial hands-on exposure to the classroom. These are followed by three progressive professional experience subjects, each comprising 20-day placements, ensuring a gradual increase in responsibility and teaching practice. The final professional experience is a 5-day placement focused on transition and continuity of learning, ensuring students maintain their professional practice up to graduation.

These professional experiences are strategically sequenced across semesters to align with theoretical coursework and the LIHE Initial Teacher Education Developmental Continuum. During their placements, teacher education students receive continual mentorship and collaborate with experienced early childhood professionals. They also engage with families, communities, and external professionals, fostering a holistic approach to early childhood education. Additionally, students reflect on their professional learning and development throughout their placements.

In the first year, students gain experience in settings ranging from birth to 3 years, including babies' rooms and care settings for toddlers. The second year focuses on consolidating and establishing professional experience in long day care and diverse educational settings for children aged 3-5 years. The final year includes a 20-day placement in a universal preschool, culminating in a 5-day placement centered on transitioning and continuity of learning. These final placements and associated assessments are designed to enhance students' connections with potential employers and demonstrate their readiness as high-quality teaching professionals.

International Experiences

Our mission and vision are universally focused on nurturing young minds and fostering their development. To achieve this, we have established a robust network of academic and community partnerships in Australia and around the world, supporting our early childhood education institutes. We aim to provide a global early childhood education experience that supports character-building and offers high-quality, advanced learning. We strive to deliver world-class educational services that are affordable, community-oriented, and tailored to meet the unique needs of early learners.

Academic Entry Requirements

- Australian Year 12 Certificate with a minimum ATAR of 65 (or equivalent qualification) including Units 3 and 4 English, achieving a study score of at least 30 in English (EAL) or 25 in English Literature or English Language.
- Applicants may demonstrate equivalence by completing the multiple-choice component of the Australian Council for Education Research (ACER) Tertiary Admission Test (STAT).
- Prior vocational education and training, higher education study and work/life experience will also be taken into consideration.
- Applicants who do not meet the formal entry requirements may be considered on a case-by-case basis. Approved bridging courses may be available.

Non-Academic Requirements

- Suitability to Teach Survey and Interview
- Current valid [Working With Children Check \(WWCC\)](#)

English Language Requirements

All Applicants must meet the approved English Language Proficiency Requirements. An applicant will be deemed to have sufficient English language proficiency if they have completed a bachelor level degree in Australia, New Zealand, the UK, the USA, Canada or the Republic of Ireland. Undergraduate statement needed:

English language proficiency is may be evidenced by achievement the following test scores within two years prior to application for this course.

TEST	SCORES
IELTS	Overall score of 6.5 with a minimum of 6.0 in each component of the test
TOELF (iBT)	Overall score 80+ with a minimum of 20 in reading and writing and 18 in speaking and listening
Pearson (PTE)	Overall score 64 with a minimum of 55 in each communicative skill
Cambridge English	176 with no band less than 169

Course Structure

The Bachelor of Early Childhood Education is strategically designed over three years, each divided into two discreet semesters. Fundamental theoretical, conceptual, curriculum content and supporting education subjects have been critically positioned and interwoven across the semesters to scaffold and reinforce your understanding and prepare you to teach across a range of early childhood contexts.

YEAR 1 Semester 1	BECE101 Foundations of Learning and Development	BECE102 Pedagogy, Play and Intentional Teaching	BECE103 EC Policy, Legislation and Frameworks	BECE104 Health, Wellbeing and Active Play in EC
YEAR 1 Semester 2	BECE105 Historical and Contemp Perspectives of EC	BECE106 Language and Literacy Devt in the EC	BECE107 The Co-constructed Planning Cycle	BECE108 Family and Community Partnerships
YEAR 2 Semester 1	BECE201 Aust Indig Histories, Cultures & Identities	BECE202 Guiding and Engaging Young Children	BECE203 Visual Arts in Early Childhood	BECE204 Consolidating Professional Experience
YEAR 2 Semester 2	BECE205 Science, Environment and Sustainability	BECE206 Mathematics and Numeracy in EC	BECE207 Diversity and Inclusion in EC Settings	BECE208 Establishing Professional Experience
YEAR 3 Semester 1	BECE301 Music, Movement and Drama	BECE302 Emergent Readers and Writers	BECE303 Teacher as Early Childhood Researcher	BECE304 The Ready-to-Teach Professional
YEAR 3 Semester 2	BECE305 Leadership, Manage. & Advoc. in ECE	BECE306 Transitions and Continuity of Learning	BECE307 Living and Learning in A Digital World	BECE308 Early Interv. Disability and Divs. Needs

Subject Descriptions

BECE101 Foundations of Learning and Development

This first semester foundational subject introduces TES to key theories, concepts and research related to child growth development from prenatal development to significant physical, cognitive, psychosocial, cognitive and language development trajectories for children from birth to 5 years of age as an important foundation to scaffold learning in same semester subjects and throughout the program. The subject includes a 10-day professional experience placement (occurring as 5 distributed days and 5 consecutive days) with an age focus from birth to 24 months as an introduction to the profession where pre-service teachers will examine the nexus between theory and practice.

BECE102 Pedagogy, Play and Intentional Teaching

In this subject, TES examine classical, contemporary, post-structural and critical theories of play and how they influence the field of early childhood education. TES will develop foundational knowledge and understanding of the principles of play and extend knowledge of policy and curriculum frameworks introduced in the corequisite subject *BECE103 Early Childhood Policy, Legislation and Frameworks* to intentionally design play-based learning opportunities within supportive indoor and outdoor environments.

BECE103 EC Policy, Legislation and Frameworks

This subject is positioned in the first semester to provide TES with broad knowledge of international, national and state legislative mandates, regulatory requirements, standards, frameworks and curriculum used in early childhood education. TES are introduced to the Australian Professional Standards for Teachers and the legal and ethical responsibilities and professional expectations of early childhood teachers prior to their first professional experience opportunity.

BECE104 Health, Wellbeing and Active Play in Early Childhood

This introductory subject is positioned as corequisite with BECE101 Foundations of Learning and Development as it covers critical content about the importance of overall health, nutrition, sleep and rest and how issues surrounding health, safety, nutrition, maltreatment, mental health and physical activity can affect brain development. Further, it extends and deepens knowledge introduced in the other corequisite subject BECE103 EC Legislation, Policy and Frameworks, requiring TES to draw upon relevant documents and curriculum to design learning and active play experiences that foster the physical, social and emotional health and wellbeing of young children.

BECE105 Historical and Contemporary Perspectives of Early Childhood

This subject is positioned in the first year of the course to provide a foundational and globalised overview of a range of theoretical perspectives and key theorists who have shaped the historical and contemporary philosophies of early childhood education. It highlights the enduring influence of philosophy, engages with philosophical notions and introduces teacher education students to a broad range of educational approaches in early childhood settings such as Montessori, Froebel, Reggio Emilia and Steiner Education.

BECE106 Language and Literacy Development in the Early Years

This subject is placed in the first year to introduce teacher education students to foundational theory and contemporary perspectives and support their understanding of emerging literacy and print awareness with an age focus from birth to five years. The early occurrence of this subject acknowledges literacy capabilities as an important aspect of communication and vital for successful cross-curricular learning. The subject addresses fundamental knowledge and critical pedagogies in the areas of phonemic awareness, phonics, vocabulary and fluency, comprehension and oral language. This subject builds upon knowledge of how students develop and learn from the prerequisite subjects *BECE101 Foundations of Learning and Development (B-5Y)* as well as literacy related components of *BECE103 Early Childhood Policy, Legislation and Frameworks*. Further, this subject is scheduled concurrently and corequisite with *BECE106 The Co-constructed Planning Cycle* to support Teacher Education Students to plan and implement successful language and literacy learning experiences during the professional experience component of 10 days in an EC Preschool Setting.

BECE107 The Co-constructed Planning Cycle (includes 10 days in an EC Preschool Setting) *

This subject builds upon knowledge gained from semester one subjects about learners and how they learn, curriculum frameworks, pedagogies, play and intentional teaching and deepens TES knowledge of the Early Years Planning Cycle. TES will draw upon and deepen semester one knowledge and skills and apply them to co-construct learning activities. The subject holds a professional experience hurdle with 10 days an early childhood 2-3Y care setting. This placement builds sequentially on TES' previous professional experience, supporting them as they are developing their knowledge, practice and engagement. Consistent with the semester narrative, it has a specific focus on intentional teaching, co- construction of child-centred learning activities and collaborative approaches to teaching and learning.

BECE108 Family and Community Partnerships

The BECE108 Family and Community Partnerships subject is positioned in the second semester of year two when TES are developing their knowledge and practice. The subject is corequisite with the co- constructed planning subject to support and integrate content and understanding of the critical role teachers play in establishing and maintaining responsive, collaborative relationships with children, families and the community and to develop strategies for co-constructing curriculum and learning that is grounded in children's lived experiences, cultural knowledge, interests, abilities and concerns.

BECE201 Australian Indigenous Histories, Culture and Identities

Building on core year one foundational subjects, this subject is well positioned in the first semester of year 2 for knowledge, understanding and skills gained and the 3Rs, Respect, Relationships and Reconciliation to be embedded throughout the remainder of the course. Positioning this unit early in the course reflects contemporary policy and perspectives and the importance of foregrounding the status and treatment of indigenous issues in education.

BECE202 Guiding and Engaging Young Learners

This subject extends upon TES developing professional knowledge and practice, drawing upon their placement experiences. BECE202 Guiding Behaviour and Engaging Learners focuses on the critical need to engage learners, create a positive learning environment and manage challenging behaviours. They will draw upon the teachings of earlier subjects as they examine models for understanding and responding to a range of behavioural challenges, environmental influences and how intentional teaching practices promote engagement. The subject is critically positioned at this point in the course as TES are consolidating their professional knowledge and taking on greater responsibility to create and maintain safe and productive learning environments in their corequisite professional experience placement.

BECE203 The Visual Arts in Early Childhood

This subject supports TES to consolidate earlier knowledge and understandings as they undertake an exploration of the visual arts and how children create artworks to represent their ideas and understandings about the world. It is critically positioned at this point in the course to be in concert with other semester subjects to connect TES understanding of the Arts as a vehicle for inclusively engaging children and medium for representing their ideas, feelings and understandings about the world. Further they will deepen their understanding through connections to Australian Indigenous perspectives, symbolism, imagery and diverse forms and contexts of cultural expression. The subject is nested well to support TES to meet the requirements of their professional experience subject they will learn to differentiate learning to inclusively cater and engage children with diverse needs, characteristics and backgrounds and support children's wellbeing through a range of arts modalities.

BECE204 Consolidating Professional Experience

This subject occurs in the second year when teacher education students are consolidating their professional knowledge and practice. They have by now shifted their lens from their performance self to focus on the unique characteristics and needs of children. TES have sufficient experience to reflect upon learning theories and their application to practice. Their on-campus semester subjects support their successful practice as they create positive learning environments, guide and engage young learners, incorporate indigenous perspectives and implement differentiated learning experiences (including a mixed-media creative arts learning sequence within a 3–5-year long day care setting).

BECE205 Science, Environment and Sustainability

This subject is positioned to broaden and extend upon TES curriculum and pedagogical knowledge integrates related learning outcomes from the Early Years Learning Framework and cross-curriculum priorities in the Australian Curriculum. Previous subjects have prepared them to develop knowledge and skills that leverage the inquisitive nature of children and their curiosities about the world around them through inquiry, problem solving and play-based approaches.

BECE206 Mathematics and Numeracy in Early Childhood

This subject is positioned to reflect the prioritised status of the discipline. Teacher education students explore theories and approaches to support early development of the knowledge, skills, behaviours, dispositions and capacities to understand and use mathematical knowledge. This further supports them to plan learning experiences in mathematics and numeracy for children aged 3-5Y during their Y2S2 professional experience subject. The prerequisite subject BECE106 The Co-constructed Planning Cycle is foundational, supporting and preparing them for collaborative planning of high-quality learning and teaching experiences in their co-requisite subject BECE208 Consolidating Professional Experience (20 days in a 3-5Y Diverse Education Setting).

BECE207 Diversity and Inclusion in Early Childhood

This subject builds upon the content of earlier subjects to broaden and deepen teacher education students'

fundamental understanding of concepts of diversity and inclusive education. By now they are ready and able to critically evaluate historical, social constructivist, critical, feminist and post structuralist theories and assumptions about diversity and inclusive education. The subject explores models and approaches for inclusive teaching that will support TES to be successful in their placement within a 3-5Y diverse education setting as they will extend their repertoire of pedagogical approaches and create differentiated experiences to meet the learning and participation needs diverse groups of children, including the gifted and talented and those with additional needs.

BECE208 Establishing Professional Experience (20 days in a 3-5Y Diverse Education Setting) *

Teacher education students engage with this professional experience subject towards the end of their second year in the program. A significant portion of the course content has been delivered at this stage and they are establishing their professional knowledge, practice and engagement. The concurrent mathematics and science subjects further their range of curricular knowledge and pedagogical skills whilst the diversity subject places a fine-grained focus on the unique characteristics, learning and participation needs of diverse groups of learners.

BECE301 Music, Movement and Drama

This performance arts-based subject is located in the first semester of the final year of the course in recognition of the capacity for cross-curricular integration and importance of arts education. Teacher education students are well placed and prepared in the final year to more critically examine and apply learning theories they have been introduced to in the semester one subject *BECE104 Young Children and the Creative Arts* to important curriculum planning and pedagogical concepts relevant to music and the creative and performing arts that will support their early childhood placement experiences and beyond.

BECE302 Emergent Readers and Writers

This subject is positioned in the final year to build on TES existing knowledge of relevant curriculum frameworks to examine the structure and content of the English curriculum and gain knowledge of how children learn to read and write along typical trajectories for reading and writing letters, words and simple texts. This subject is well placed to scaffold and support teacher education students to design, implement and assess English language and literacy learning experiences in their concurrent professional experience placement with 3–5-year-old children in a universal preschool setting.

BECE303 Teacher as Early Childhood Researcher

This subject is critically positioned as concurrent and corequisite with BECE304 Professional Experience 3 to support Teacher Education Students as they foray into the realm of teacher inquiry. It supports TES to critically reflect upon their teaching to focus on an area of their own practice and identify their professional learning needs. At this point in their course, they are well equipped to interpret the graduate teacher standards as a framework for critically evaluating their practice. TES will design a proposal that is framed by the criteria and requirements of the capstone teaching performance assessment as an integrated task.

BECE304 Professional Experience 3 (20 days in Universal Preschool Setting) *

The final ready-to-teach professional experience subject is positioned in the first semester of the third year of the course after delivery of the significant core education, discipline and professional subjects. By this stage TES' teaching performance has been assessed as successful with graduated responsibility for independent teaching across four earlier placements and contexts. The subject is concurrent and corequisite with the teacher inquiry subject to support TES to implement a capstone project in the form of teacher inquiry. TES are also well prepared to undertake a capstone teaching performance assessment in a universal preschool setting to verify their readiness-to-teach at this point in the course. Further, as it is positioned in the first semester of the final year, any TES who are not successful in the first attempt of this subject will have opportunity to repeat it in the final semester and potentially graduate with their cohort.

BECE305 Leadership, Management and Advocacy in Early Childhood Settings

After being assessed as 'ready-to-teach' the previous semester, Teacher Education Students have been soundly scaffolded to undertake *BECE305 Leadership, Management and Advocacy in Early Childhood Education*. Shifting their lens beyond the group learning environment they are well equipped to critically examine diverse global leadership and management practices in early childhood. TES will review the work life of early childhood leaders, the roles and responsibilities of leadership, leadership qualities and dispositions, potential career

trajectories and pathways to leadership.

BECE306 Transitions and Continuity of Learning (5 days in a Universal Preschool Setting) *

This subject is best placed in the final semester where TES can experience the full range of inclusive and equitable learning site transition practices and processes. Having achieved their 'ready-to-teach' status during the previous semester professional experience subject, this final semester subject extends their knowledge of transitions and continuity of learning within early childhood sites with a 5 day placement hurdle in a universal preschool setting (ideally returning to the site of their previous placement), reviewing and co-designing transition-to-school plans that cater for children's diverse socio-cultural needs and perspectives, are adaptive for diverse family contexts and communities, promote children's sense of agency and support smooth transitions and continuity of learning.

BECE307 Living and Learning in a Digital World

This subject occurs in the final semester of the course as Teacher Education Students by then possess the necessary content, cross-curricular knowledge and applied skills and are well prepared to incorporate and integrate digital technologies. They will understand algorithmic thinking as a foundation for understanding computations, tools and technology. They will gain insight into the strategies used to engage and educate young children in this digital age, understanding both the opportunities and challenges that technology presents for early learners and educators.

BECE308 Assessment subject, Program Evaluation

This subject builds upon content and learning in the earlier subject *BECE106 The Co-constructed Planning Cycle* along with assessment knowledge and skills embedded throughout the course. It is strategically positioned in the final semester of the course to deepen TES' understanding of the ongoing cycle of observation, critical analysis of assessment data and information to document children's learning and program evaluation for the multiple and integrated purposes of learning, development and wellbeing.



Learning resources: All the software requirements for the BECE course will be provided.

Apply Now

Embark on a rewarding career that makes a difference in the lives of young children.

Apply for the LIHE Bachelor of Early Childhood Education today and become a leader in early childhood education.

Contact our admissions officers at:

applications@lincolnau.nsw.edu.au

Further Information

Lincoln Education Australia

[Home | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Fees and Charges

[Fees and Charges | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Handbook information

[Student Handbook.pdf \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Future Student Enquiries and Information

Australian citizens, permanent residents, New Zealand citizens and international students

[International | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Australia provides rigorous protection for international students through the Education Services for Overseas Students Act 2000 (ESOS Act) and related legislation, (including the National Code of Practice 2018) which protects and enhances Australia's reputation for quality education, provides tuition protection and supports the integrity of the student visa program.

The Australian Government is committed to high quality educational experiences for international students and has produced a fact sheet containing important information about their rights and responsibilities while studying in Australia. This fact sheet provides information about:

- Choosing and enrolling in a course of study
- Support services available in Australia
- Rights and responsibilities of students on a student visa
- Working in Australia
- Making complaints and seeking help.

The links for the following four websites have been provided:

Education Services for Overseas Students Act 2000 -

<https://www.legislation.gov.au/Details/C2022C00066>

Education Services for Overseas Students Regulations 2001 -

<https://www.legislation.gov.au/Details/F2016C00681>

National Code of Practice for Providers of Education and Training to Overseas Students 2018 -

https://www.legislation.gov.au/Details/F2017L01182/Html/Text#_Toc487026957

Australian Government Fact Sheet: "International Education - Ensuring Quality and Protecting Students -

<https://internationaleducation.gov.au/Regulatory->

[Information/Documents/esosstudentfactsheetv4%20-%20Final%20clean%20copy.pdf](https://internationaleducation.gov.au/Regulatory-Information/Documents/esosstudentfactsheetv4%20-%20Final%20clean%20copy.pdf)

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