

## BACHELOR OF EARLY CHILDHOOD EDUCATION

### Student Name:

To be read in conjunction with **Recognition of Learning and Credit Policy**.

#### WHAT IS RPL?

Recognition of Prior Learning (RPL) is a process whereby previous study, knowledge, and skills you already have may be recognised. RPL provides for the granting of credit towards qualifications. RPL takes into consideration a combination of your formal and informal learning, employment, community involvement, and life experience.

#### WHAT IS CREDIT?

Credit is a process whereby recognition is granted for successful completion of equivalent study in a specified area of study. Credit is awarded based on formal study from a higher education provider or a registered training organisation (RTO).

#### WHY APPLY FOR RPL AND CREDIT?

To reduce your study load and to avoid repeating learning in areas where you already have the knowledge or skills.

Ikon awards block credit for successful completion of CHC50113 or CHC50121 Diploma of Early Childhood Education and Care (or equivalent) from a registered training organisation (RTO). You do not need to complete this form as block credit will automatically be applied at the time of enrolment.

Not all subjects are available for RPL and/or Credit. Please read the form carefully to know what can and cannot be applied for.

When applying for RPL and Credit:

- Evidence supporting your application must demonstrate a minimum of 80% coverage of the equivalent Ikon subject content for each subject which RPL or credit is being applied for.
- Ikon will not grant RPL or credit for any subjects if the equivalent subject has been awarded as Advanced Standing or credit by another provider.
- Applications for RPL or credit must be submitted PRIOR to the commencement of the relevant subject. Once a student has enrolled in the course, applications for credit will incur a significant fee, details of which can be found on the Fees page of the Ikon website <https://ikon.edu.au/fees/>.

#### WHAT ARE THE FEES?

There is no fee payment required for CHC50113/CHC50121 (or equivalent) block credit applications.

Please view our Schedule of Fees on the website <https://ikon.edu.au/fees/>.

#### WHAT TYPE OF EVIDENCE IS REQUIRED?

- A certified copy of your academic transcripts, qualification or testamur from a higher education provider or a registered training organisation (RTO) that was completed within 10 years.
- Certified copy of your certificate from professional body, enterprise or other similar body that was completed within 10 years.

- Current Resume or CV (including up to two current referees with contact details for your professional experience)
- Copies of your subject outlines detailing learning outcomes, weekly structure, topic list, assessment details.
- Copies of completed and marked assessments in the field of early childhood education.
- Digital evidence of engagement in teaching, delivering learning opportunities to children, engaging with families or the community.

#### WHO CAN CERTIFY MY DOCUMENTS?

Ikon will accept photocopies certified by anyone who is currently employed as a:

- Justice of the Peace
- CA or CPA accountant
- bank or credit union manager
- barrister, solicitor or attorney
- currently licensed or registered under a law medical or allied health practitioner
- police officer with the rank of sergeant and above
- postal manager
- pharmacist
- principal of an Australian secondary college, high school or primary school
- teacher employed on a full-time basis at a school or tertiary education institution.

Or anyone listed within the Commonwealth of Australia statutory declarations Act 1959.

#### WHAT ARE THE OUTCOMES OF RPL?

You may obtain RPL up to a maximum of two-thirds of the total number of subjects in an Ikon course.

If you are granted RPL for a particular subject, you do not need to complete the subject and Advanced Standing is recorded on your record.

If you are declined RPL for a particular subject any fees used within the process may be put towards the full subject cost when enrolling in the subjects.

#### WHAT IS THE RPL PROCESS?

1. Complete this RPL application form, including the learning outcomes table.
2. Submit this document along with your supporting evidence to [admissions@ikon.edu.au](mailto:admissions@ikon.edu.au) PRIOR to the commencement of the relevant subject.
3. Make payment for your application.
4. Ikon will assess your application within 2 weeks of submission.
5. You may be required to discuss your application via a phone call or face to face.
6. You will receive notification of your application outcome by email.

**Note: Your application for RPL will not be assessed until the completed application, signed declaration, required evidence has been provided.**

## BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

### NOTES FOR COMPLETING THIS FORM:

1. If you are applying for RPL or CREDIT, you must submit a current **Resume or CV** with your application.
2. For each subject, you must identify the type of RPL or credit being applied for and the **evidence** you have submitted for consideration.
3. For each subject that you are applying for, you are required to provide a minimum **250-word statement and justification** of your knowledge, experience, and skills in the subject area as well as list the evidence that meets the subject learning outcomes.
4. For each subject and for each piece of evidence, you must identify the following:
  - Testamur - List qualification number and name
  - Transcript - List equivalent subject/unit number/s
  - Certificate - List certificate title
  - Subject Outline - List equivalent subject/unit number/s
  - Assessments – List assessment/s title
  - Engagement/Delivery – List engagement/delivery title
  - Resume or CV – list relevant experience.

### APPLYING FOR CREDIT

If you are applying for credit from another Higher Education Provider, you will need to submit your transcript and the subject outline as evidence. You must also take into consideration the level at which you studied your subject, and at which level the subject is at Ikon. The following will assist you with this section of the application:

- If you have completed Level 100 subjects, you can only apply for credit for Level 100 or Level 200 subjects at Ikon.
- If you completed Level 200 subjects you can apply for credit for Level 100, Level 200 or Level 300 subjects at Ikon.
- If you completed Level 300 subjects you can apply for credit for Level 100, Level 200, Level 300 or some Level 400 subjects at Ikon.
- If you completed Level 400 subjects you can apply for credit for Level 100, Level 200, Level 300 or Level 400 subjects at Ikon.

### APPLYING FOR RPL

If you are applying for RPL, you will need to submit enough evidence that demonstrates a minimum of 80% coverage of the equivalent Ikon subject content.

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO101 Professional Practice</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>• The role of the early childhood professional.</li> <li>• The operations of early childhood settings.</li> <li>• Relevant conventions, frameworks, legislation, regulations, codes of conduct, duty of care, policy, procedures, Australian Professional Standards for Early Childhood Teachers, and quality assurance processes.</li> <li>• The importance of relationships, partnerships and collaborating with families, communities, and children.</li> <li>• The significance of rights, equity, diversity, and cultural competence within early childhood.</li> <li>• Respecting and including Aboriginal and Torres Strait Islander peoples and cultures into everyday practice.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Identify and interpret relevant legislation, organisational policies and practices that govern professional practice and the role of the early childhood professional as a teacher.		
	b.	Discuss the role and responsibilities of an early childhood teacher working within the legal and ethical conventions that apply to professional practice.		
	c.	Identify and apply the principles and practices of the approved learning frameworks under the National Quality Framework to all aspects of the early childhood teaching role while consolidating their understanding of the relationship between the frameworks and relevant law and regulations.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR102 Exploring Play and Documentation</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>• Early childhood play theory and pedagogy.</li> <li>• The role of the early childhood teacher in play.</li> <li>• Engaging children in play.</li> <li>• Understanding documentation, assessment and planning in early childhood.</li> <li>• The purpose and variety of documentation techniques utilised to document, assess and plan for each child.</li> <li>• The importance of utilising play to document, assess, plan, and reflect on children’s learning and development.</li> <li>• Creating play environments and experiences for young children.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Explain the importance of play as a pedagogical construct and medium for learning.		
	b.	Describe and apply relevant play theories in young children’s learning and development.		
	c.	Identify and apply narrative documentation methods to document children’s learning in early childhood contexts.		
	d.	Observe and document the characteristics of young children’s play across different contexts.		
	e.	Create play environments to support the diversity and complexity of children’s play experiences.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<p><b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i></p>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EDEV103</b>		<b>Holistic Child Development</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b>	100
This subject explores: <ul style="list-style-type: none"> <li>• Genetics and growth in the first eight (8) years.</li> <li>• Developmental theories, influences, and perspectives.</li> <li>• Child development domains and learning dispositions.</li> <li>• Brain development, structure, and neuroscience in the early years.</li> <li>• Holistic child development and informing pedagogical practice.</li> </ul>							
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:						
	a.	Evaluate early childhood developmental theories, perspectives, and influences on young children’s development.					
	b.	Investigate the unique contribution of cultural, historical, contextual, and individual factors on young children’s development.					
	c.	Examine early child developmental domains and dispositions of learning and how these inform the professional practices of early childhood teachers.					
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV			

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO104 Diversity and Equity</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>• The significance of rights, dignity, equity, diversity, cultural competence, and inclusion within early childhood.</li> <li>• Understanding the relevant conventions, frameworks, legislation, regulations, and codes of conduct.</li> <li>• Linking educational frameworks and curriculum principles, capabilities, and practices.</li> <li>• Unpacking cultural competence in relation to cultural identity, cultural considerations and promoting awareness of diversity, equity, and inclusivity in the early years.</li> <li>• Engaging in inclusive pedagogy to educate young children about cultural diversity, prejudice, respect and belonging across early years curriculum provision.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Identify and interpret relevant educational frameworks and curriculum principles, capabilities and practices that contribute to the provision and promotion of diversity, equity, cultural competence, and inclusivity in early childhood contexts.		
	b.	Explain and analyse the components of supporting, facilitating, and promoting diversity, equity, cultural competence, and inclusivity in early childhood contexts.		
	c.	Explore inclusive pedagogical practices, approaches, and strategies for educating young children about cultural diversity, prejudice, respect and belonging across early years curriculum provision and learning opportunities.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO105</b>		<b>Safety, Health, and Wellbeing</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b>	100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>• The national regulatory considerations in relation to wellbeing, health, safety, and nutrition.</li> <li>• Provision of care to infants, toddlers, and young children from 3 to 8 years.</li> <li>• Children’s safety in service environments; from maltreatment (abuse and neglect); in emergency situations; and in the provision of first aid.</li> <li>• Children’s health through screening and immunisation; understanding medication administration; and managing illness, allergies, and special medical conditions.</li> <li>• Children’s nutrition through understanding dietary guidelines; basic food concepts; and food preparation and safety.</li> <li>• Children’s wellbeing through understanding the interconnectedness of physical, mental, social, and emotional health.</li> <li>• Planning for and teaching health, safety, nutrition, and wellbeing to young children across a range of diverse contexts.</li> </ul>							
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:						
	a.	Explain and analyse the components of supporting, facilitating, and promoting the health, safety, nutrition, and wellbeing of infants and young children.					
	b.	Identify and interpret relevant legislation, guidelines and procedures that govern professional practices in provision and promotion of safety, health, and nutrition in early childhood contexts.					
	c.	Explore pedagogical practices, approaches, and strategies for educating young children on safety, health, nutrition, and wellbeing through curriculum provision and learning opportunities.					
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV			

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH106</b>	<b>Development, Assessment and Planning (3-6 Years)</b>	<input type="checkbox"/> RPL <input type="checkbox"/> Credit		<b>Subject Level:</b>	100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contemporary theories, approaches, models, and frameworks for teaching, educating, and responding appropriately to young children.</li> <li>Documentation, assessment, planning, implementation, and evaluation of learning opportunities for young children across the National Quality Framework Approved Learning Frameworks and Australian Curriculum.</li> <li>Fostering young children’s learning dispositions and holistic development across all areas of early childhood curriculum provision.</li> </ul>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Examine contemporary theories, approaches, models, and frameworks for teaching, educating, and responding appropriately to young children.			
	b.	Analyse and apply pedagogical knowledge and skills to document, assess, plan, implement and evaluate learning opportunities for young children.			
	c.	Devise learning opportunities that foster young children’s learning dispositions and holistic development across all areas of early childhood curriculum provision.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:		<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:		<input type="checkbox"/> Certificate:		<input type="checkbox"/> Subject Outline:
				<input type="checkbox"/> Delivery:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH107 Exploring Creativity</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 100
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Fostering creativity and aesthetics through understanding theoretical foundations; the concepts of creativity and aesthetics; and how to promote creative and aesthetic learning opportunities.</li> <li>Planning and implementing creative experiences through understanding the role of children and teachers in creative activities; designing and implementing creative environments; and the interconnectedness of play, holistic development, and creativity.</li> <li>Facilitating creativity within the curriculum through art, drama, movement, music, language and literacy, mathematics and numeracy, humanities and social sciences, technologies, engineering, and science.</li> <li>Teaching creativity across integrated curriculum through STEM, STEAM, STREAM and STEMIE.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Discuss and examine early childhood creativity theoretical foundations and concepts.		
	b.	Explain the significance and interconnectedness of creativity and aesthetics to children’s development; play; and learning environment design in early childhood contexts.		
	c.	Analyse and apply teaching pedagogies that support, facilitate, and promote young children’s creativity across a variety of learning opportunities; curriculum areas; and integrated curriculum provision.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>PLAC907 Professional Experience 1 (3-5 years)</b>		<input type="checkbox"/> <b>Credit</b>		<b>Subject Level:</b> 100	
<p>This subject applies learned theory, knowledge, skills, and practices of an early childhood teacher in an approved early childhood education setting with children aged three to five years for a minimum of <b>16</b> days. Throughout the professional experience component of the subject students will apply acquired professional knowledge and demonstrate pedagogical skills in the following focus areas:</p> <ul style="list-style-type: none"> <li>• Professional practice.</li> <li>• Play and documentation techniques.</li> <li>• Holistic child development.</li> <li>• Diversity and equity.</li> <li>• Safety, health, and wellbeing.</li> <li>• Development, assessment, and planning.</li> <li>• Creativity and curriculum provision.</li> </ul>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Acquired knowledge of relevant legislation, organisational policies and practices that govern professional practice and the role of the early childhood professional as a teacher.			
	b.	Pedagogical principles and practices of the approved learning frameworks under the National Quality Framework to all aspects of the early childhood teaching role.			
	c.	Perspectives of holistic development, dispositions, care, and inclusivity to facilitate each child’s rights, agency, identity, and wellbeing.			
	d.	Pedagogies to create effective and engaging teaching and learning opportunities and environments for young diverse learners across the curriculum.			
	e.	Critical thinking and reflection to begin formulating a personal teaching identity and commitment to continued professional learning and development.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:		<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:		<input type="checkbox"/> Certificate:		<input type="checkbox"/> Subject Outline:
				<input type="checkbox"/> Delivery:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO201</b>		<b>Theoretical Perspectives and Pedagogy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b>	200
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Recognising the theoretical influences underpinning global early childhood pedagogy and professional practice.</li> <li>Critically reflecting on and evaluating early childhood educational theoretical perspectives that influence teaching and children’s learning.</li> <li>Investigating developmental, socio-cultural, cultural-historical, socio-behaviourist, critical, post-structuralism, post-modernism, and contemporary theories in relation to pedagogical implications in the teaching and learning environment.</li> <li>Identifying theories in children’s play and the domains of development and applying this in curriculum provision, the planning cycle and teaching practices.</li> </ul>							
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:						
	a.	Discuss early childhood educational theoretical perspectives that influence teaching and learning.					
	b.	Recognise the theoretical influences underpinning global early childhood pedagogy and professional practice.					
	c.	Evaluate the impact of educational theories, philosophies and pedagogical perspectives on early childhood development, learning, and teaching practices.					
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV			

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EDEV202</b>		<b>Understanding and Supporting Exceptionality</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b>	200
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contemporary inclusive education research, recommendations, strategies, and approaches to enhance and enrich the inclusion of children with exceptionalities and diverse learning needs into early childhood contexts.</li> <li>The characteristics of exceptionality that influence inclusion of children in early childhood settings and curriculum provision.</li> <li>Recognising the barriers, limitations, modifications, and interventions children with exceptionalities require for inclusive curriculum provision and learning environments.</li> <li>Engagement with inclusive approaches, perspectives, and teaching practices to support young children with exceptionalities in early childhood settings.</li> </ul>							
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:						
	a.	Discuss contemporary inclusive education research, recommendations, strategies, and approaches to enhance and enrich the inclusion of children with exceptionalities and diverse learning needs into early childhood contexts.					
	b.	Identify and describe the characteristics of exceptionality that influence inclusion of children in early childhood settings and curriculum provision.					
	c.	Critically reflect on appropriate inclusive approaches, perspectives, and teaching practices to provide contemporary inclusive education for all children.					
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV			

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH203</b>		<b>Understanding and Guiding Behaviour</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b>	200
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Brain architecture and how early experiences shape the developing brain and influence young children’s behaviour.</li> <li>The significance of the links and connections between young children’s contexts, holistic development, and needs on their behaviour.</li> <li>Pedagogical strategies for understanding how to guide young children’s behaviour whilst facilitating their social-emotional skills through attachment, positive relationships, and interactions.</li> <li>Teaching strategies and approaches to support young children’s behaviour and nurture positive self-esteem, wellbeing, self-regulation, and emotional intelligence.</li> <li>The importance of play, curriculum provision and identifying the early childhood teachers’ role in guiding behaviour to promote every child’s agency within the learning environment.</li> </ul>							
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:						
	a.	Discuss the significance of biological, environmental, and contextual influences on brain architecture and development and the impact these have on young children’s behaviour.					
	b.	Identify and describe appropriate pedagogical strategies and approaches for guiding young children’s behaviour in early childhood contexts.					
	c.	Critically reflect on appropriate teaching strategies and approaches to guide and support young children’s behaviour whilst nurturing self-esteem, wellbeing, self-regulation, emotional intelligence, and agency.					
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>						
	<input type="checkbox"/> Testamur:		<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:		<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:		<input type="checkbox"/> Certificate:		<input type="checkbox"/> Subject Outline:		<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO204 Working with Families and Communities</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 200
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contemporary sociology, theories and influences of family and community contexts on young children’s development and learning.</li> <li>Social policy that influences the social behaviour, relationships, interactions, culture and contexts of children, families, and communities.</li> <li>The diversity, complexity, changing nature and challenging contexts encountered by families and the impact on children’s development in contemporary society.</li> <li>Contextualised research, projects, programs, resilience raising strategies and approaches to working with and supporting family and community contexts in early childhood education.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Deconstruct contemporary sociology, theories and influences of family and community contexts on young children’s development and learning.		
	b.	Evaluate social policy that influences the social behaviour, relationships, interactions, culture and contexts of children, families, and communities.		
	c.	Assess the diversity, complexity, changing nature and challenging contexts encountered by families and the impact on children’s development in contemporary society.		
	d.	Detect research, projects, programs, strategies, and approaches for working with and supporting family and community contexts in early childhood education.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH205 Sustainability Perspectives in the Early Years</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<b>Subject Level:</b> 200
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contemporary issues in sustainability and ethics including ecological, globalisation, indigenous, social, and cultural sustainability.</li> <li>Key concepts, theories, priorities, policies, and practices in education for sustainability.</li> <li>A range of pedagogical practices to support children’s knowledge, agency, and practices of sustainability both locally and globally.</li> <li>How to nurture children to become active citizens in sustainable practices.</li> <li>An identification of personal content knowledge and values relating to sustainability.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Identify historical, contemporary, global, and local views, theories, perspectives, issues, concepts, priorities, and practices of sustainability in early childhood contexts.		
	b.	Integrate global, ecological, and social sustainability into early childhood education.		
	c.	Devise and design a range of play-based learning opportunities and provocations to integrate sustainability education perspectives, values, and concepts across the curriculum.		
d.	Identify and apply pedagogical practices that nurture children’s agency, curiosity, creativity, and critical thinking through sustainability education.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH206</b>	<b>Development, Assessment and Planning (0-3 years)</b>	<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>200</b>
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contemporary theories, approaches, models, and frameworks for teaching, educating, and responding appropriately to infants and toddlers.</li> <li>Documentation, assessment, planning, implementation, and evaluation of learning opportunities for infants and toddlers.</li> <li>Fostering infants and toddlers learning dispositions and holistic development across all areas of early childhood curriculum provision.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Examine contemporary theories, approaches, models, and frameworks for teaching, educating, and responding appropriately to infants and toddlers.		
	b.	Analyse and apply pedagogical knowledge and skills to document, assess, plan, implement and evaluate learning opportunities for infants and toddlers.		
	c.	Devise learning opportunities that foster infants and toddlers learning dispositions and holistic development across all areas of early childhood curriculum provision.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

## BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR207</b>	<b>Curriculum Approaches and Teaching Strategies</b>	<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 200	
<p>This subject explores:</p> <ul style="list-style-type: none"> <li>Contextual theoretical perspectives on curriculum, pedagogy, and teaching.</li> <li>Contemporary perspectives on early childhood curriculum and approaches to curriculum.</li> <li>Effective early childhood pedagogy and teaching strategies when supporting young children's learning and development.</li> <li>Integration of the Australian Professional Standards for Teachers into everyday practices within early childhood contexts.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Evaluate a diverse range of contemporary perspectives on early childhood curriculum and approaches to curriculum for the provision of early childhood education and care to young children.		
	b.	Critique effective early childhood pedagogy and teaching strategies that support young children's learning and development.		
	c.	Articulate a professional commitment to curriculum provision through the integration of theoretical perspectives, teaching codes, frameworks, standards, and teacher accreditation into teaching practice.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>PLAC908</b>		<b>Professional Experience 2 (0-3 years)</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 200
<p>This subject applies learned theory, knowledge, skills, and practices of an early childhood teacher in an approved early childhood education setting with children aged birth to three years for a minimum of <b>20 days</b> (<b>10 days</b> of this placement must have been conducted with 0–2-year old’s). Throughout the professional experience component of the subject students will apply acquired professional knowledge and demonstrate pedagogical skills in the following focus areas:</p> <ul style="list-style-type: none"> <li>• Theoretical Perspectives and Pedagogy</li> <li>• Understanding and Supporting Exceptionality</li> <li>• Understanding and Guiding Children’s Behaviour</li> <li>• Working with Families and Communities</li> <li>• Sustainability Perspectives in the Early Years</li> <li>• Development, Assessment and Planning</li> <li>• Curriculum Approaches and Teaching Strategies</li> </ul> <p><i>Note: This subject requires evidence of conducted professional experience days being completed at an Early Childhood Degree level of study.</i></p>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Acquired knowledge of relevant legislation, organisational policies and practices that govern professional practice and the role of the early childhood professional a teacher.			
	b.	Pedagogical principles and practices of the approved learning frameworks under National Quality Framework to all aspects of the early childhood teaching role.			
	c.	Perspectives of holistic development, dispositions, care, and inclusivity to facilitate each child’s rights, agency, identity, and wellbeing.			
	d.	Pedagogies to create effective and engaging teaching and learning opportunities and environments for young diverse learners across the curriculum.			
	e.	Critical thinking and reflection to begin formulating a personal teaching identity commitment to continued professional learning and development.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV	

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR301</b>		<b>Language and Literacy in the Early Years</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300
This subject examines: <ul style="list-style-type: none"> <li>• Various theories and approaches to language acquisition and literacy development including an understanding of how socio-cultural contexts shape literacy development within families, and the ways that parents and Early Childhood educators can work together to support development.</li> <li>• Strategies for supporting the development of language and literacy within early childhood contexts, using both traditional and multimodal texts.</li> <li>• The role of the teacher in supporting and assessing children’s language and literacy development and planning effective teaching that will extend learning.</li> </ul>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Evaluate language and literacy development as it occurs in early childhood, with consideration given to developmental theories, cultural influences, and cognitive and social processes.			
	b.	Develop an understanding of key foundational knowledge and skills related to oral language, reading, writing, multiliteracies, digital and critical literacies in young children.			
	c.	Critique and apply pedagogical strategies to support children’s language and literacy development in early childhood contexts.			
	d.	Plan literacy experiences detailing outcomes, implementation and assessment that extends language and literacy development with consideration for diversity and contexts.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV	

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR302 Mathematics in the Early Years</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300	
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>• The importance of building young children’s mathematical thinking and concepts through play.</li> <li>• Theoretical bases for mathematics education,</li> <li>• The role of the teacher in facilitating and enhancing mathematical concepts and skills with young children.</li> <li>• Documenting, planning, and assessing for mathematics understanding, concepts, and skills in early childhood environments.</li> <li>• Engage young children’s interest in and understanding of mathematics across a range of contexts.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Evaluate theoretical foundations and the development of mathematics in young children.		
	b.	Synthesise and critique the key concepts and skills of mathematics education in early childhood contexts.		
	c.	Integrate teaching practices and pedagogies that promote young children’s inclusion and participation in mathematics across the curriculum.		
d.	Document and assess young children’s mathematical development, learning and thinking to plan engaging play-based opportunities to extend mathematical understanding.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR303</b>		<b>Digital Technology and Media in the Early Years</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>Evaluating literature, policies, and frameworks that guide understanding of digital technology and media use by young children in the 21<sup>st</sup> century.</li> <li>Understanding the current digital technological landscape in early childhood contexts.</li> <li>Acquiring the knowledge, approaches, and skills to support effective, ethical, and responsible use of digital technology and media in early childhood contexts.</li> <li>Using a range of pedagogical approaches that support playful and intentional approaches to digital citizenship and digital technology use within a diverse range of early childhood contexts.</li> <li>Using multimodal media for text creation and consumption, digital technology, coding, and robotics in their teaching and learning environments with children.</li> </ul>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Evaluate literature, policies, and frameworks that guide understanding of digital technology and media use by young children in the 21 <sup>st</sup> century.			
	b.	Develop an understanding of contemporary perspectives and opportunities when integrating digital technology and media with young children.			
	c.	Critically evaluate and apply a range of pedagogical approaches that support playful and intentional approaches to digital citizenship and digital technology use within a diverse range of early childhood contexts.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV	

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH304 Teaching Curriculum: Literacy and Numeracy</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300	
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>• The synergy between literacy and numeracy practices in early childhood that are embedded in a wider socio-cultural context.</li> <li>• Understandings of diverse literacy and numeracy practices within communities and the importance of teachers acknowledging and valuing this diversity for children, families, and communities.</li> <li>• Literacy and numeracy for young children within the National Quality Framework Approved Learning Frameworks and Australian Curriculum.</li> <li>• Pedagogical practices required to document, assess, plan and design play-based literacy and numeracy learning experiences in a range of environments and curriculum areas.</li> <li>• Integration of the Australian National Professional Standards for Teachers into everyday literacy and numeracy practices of an early childhood teacher.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Reflect on contemporary research and practices to understand the significance of functional and social literacy and numeracy for young children within their community contexts.		
	b.	Evaluate pedagogical practices and approaches to create differentiated learning environments and opportunities that acknowledge young children’s literacy and numeracy diversity.		
	c.	Analyse and apply pedagogical knowledge and skills to document, asses, plan, and design engaging play-based literacy and numeracy experiences for children in a variety of early childhood environments and curriculum areas.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<p><b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i></p>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH305 Teaching Curriculum: Science and Engineering</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300	
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>• The role of play-based learning in developing children’s interest in and understanding of science and engineering and the associated dispositions of problem based and inquiry learning.</li> <li>• Understanding of curriculum and play-based pedagogy to extend understanding and implementation of science and engineering education in early childhood, including a focus on associated styles of thinking.</li> <li>• The technical areas of knowledge within the discipline areas of science and engineering and to develop strategies for integrating developmentally appropriate experiences into early childhood curriculum and planning.</li> <li>• Consideration of inclusive practice for children with different educational and developmental capabilities and diverse social and cultural backgrounds in their science and engineering practices and pedagogies.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Demonstrate an understanding of science and engineering content and conceptual knowledge in educational contexts.		
	b.	Describe science and engineering content, thinking and processes and how it impacts higher order thinking in young children.		
	c.	Evaluate contemporary approaches to inquiry, problem based, thinking skills, and dispositions which support children’s understanding of engineering and science knowledge, skills, and dispositions.		
	d.	Analyse and apply knowledge and skills to pedagogically document and design engaging play-based science and engineering curriculum provision across a variety of early childhood contexts.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH306 Teaching Curriculum: Music, Dance and Drama</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b> 300	
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>• The development of students’ knowledge, skills and dispositions in music, dance, and movement in early childhood education.</li> <li>• The significance of the performing arts on children’s development and children’s and communities’ identities.</li> <li>• Documenting, assessing, and applying a range of contemporary play-based teaching strategies to design and facilitate engaging experiences that develop children’s aesthetic and creative expressions through dance drama and music within early childhood contexts and the community.</li> <li>• The significance of integrated curriculum approaches to the arts.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Demonstrate an understanding of The Arts: music, dance and drama content and conceptual knowledge in educational contexts.		
	b.	Explain the fundamental significance of creativity, music, dance, and drama to children’s development, play, dispositions, and curriculum design in early childhood contexts.		
	c.	Analyse and apply diverse pedagogies that support, facilitate, and promote the use of music, dance, and drama in learning experiences and across curriculum areas.		
	d.	Analyse and apply knowledge and skills to document, assess and design engaging play-based music, movement, and drama arts experiences for young children.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ETCH307 Teaching Curriculum: Art</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>300</b>
<p>This subject examines:</p> <ul style="list-style-type: none"> <li>• The significance of creativity and visual and media art to children’s development. critical and creative thinking, play, and curriculum design.</li> <li>• Teaching pedagogies that support, facilitate, and promote young children’s creativity across a variety of visual and media art learning opportunities, curriculum areas and the community.</li> <li>• Documenting, assessing, planning, and designing engaging play-based visual and media art curriculum provision for young children.</li> <li>• Integrating visual and media art within the curriculum through drama, movement, music, language and literacy, mathematics and numeracy, humanities and social sciences, technologies, science, and engineering.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Demonstrate an understanding of The Arts: visual and media art content and conceptual knowledge in educational contexts.		
	b.	Explain the significance of creativity and visual and media art to children’s development, critical and creative thinking, play, and curriculum design in early childhood contexts.		
	c.	Analyse and apply teaching pedagogies that support, facilitate, and promote young children’s creativity across a variety of visual and media art learning opportunities and curriculum areas.		
	d.	Analyse and apply knowledge and skills to pedagogically document and design engaging play-based visual and media art curriculum provision across a variety of early childhood contexts.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>PLAC909</b>		<b>Professional Experience 3 (3-5 years)</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>300</b>
<p>This subject applies learned theory, knowledge, skills, and practices of an early childhood teacher in an approved early childhood education setting with children aged three to five years for a minimum of <b>30</b> days. Throughout the professional experience component of the subject students will apply acquired professional knowledge and demonstrate teaching and pedagogical skills in the provision of curriculum across the following focus areas:</p> <ul style="list-style-type: none"> <li>• Communication, language, and literacy</li> <li>• Mathematics and numeracy</li> <li>• Digital technologies and media</li> <li>• Science, engineering, STEM, and STEAM</li> <li>• Music, dance, movement, and drama</li> <li>• Visual and media arts</li> <li>• Pedagogical documentation</li> <li>• Note: This subject requires evidence of conducted professional experience days being completed at an Early Childhood Degree level of study.</li> </ul>						
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:					
	a.	Acquired knowledge of relevant legislation, organisational policies and practices that govern professional practice and the role of the early childhood professional as a teacher.				
	b.	Pedagogical principles and practices of the approved learning frameworks under the National Quality Framework to all aspects of the early childhood teaching role.				
	c.	Perspectives of holistic development, dispositions, care, and inclusivity to facilitate each child's rights, agency, identity, and wellbeing.				
	d.	Pedagogies to create effective and engaging teaching and learning opportunities and environments for young diverse learners across the curriculum.				
	e.	Critical thinking and reflection to begin formulating a personal teaching identity and commitment to continued professional learning and development.				
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>					
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV		

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO401</b>	<b>Inclusive Perspectives in Early Childhood Education</b>	<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>400</b>
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• Key theories, legislation, policy, and frameworks for informing inclusive education in early childhood settings.</li> <li>• Contemporary inclusive education research to enhance and enrich the inclusion of children with additional needs into an early childhood education and care setting and curriculum.</li> <li>• The significance of family and child perspectives in the design and construction of an inclusive educational environment for all children.</li> <li>• Educational scholarship in applying approaches, perspectives, and teaching practices to design contemporary inclusive curriculum, learning environments, and assessment for all children.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Examine and apply theories, legislation, policy, and frameworks for informing inclusive education in early childhood contexts.		
	b.	Analyse contemporary inclusive education research to enhance and enrich the inclusion of children with additional needs into early childhood contexts.		
	c.	Justify the significance of family and child perspectives in the design and construction of an inclusive educational environment for all children.		
	d.	Exercise critical judgement about appropriate inclusive approaches, perspective and teaching practices to provide contemporary inclusive education for all children.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<p><b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i></p>          			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR402 Contemporary Curriculum in Early Childhood Education</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	400
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• Curriculum provision in contemporary early childhood contexts as a new way of being with children.</li> <li>• Global early childhood educational theoretical perspectives and influences that shape contemporary curriculum, early childhood pedagogy, professional practice and young childrens learning.</li> <li>• Making theory visible in young childrens development and learning, and across teaching practices and curriculum provision.</li> <li>• Contemporary approaches to observing, documenting, assessing, planning, and teaching young children in early childhood educational contexts.</li> <li>• Contemporary curriculum approaches to create effective inquiry-based learning opportunities with and for young children.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Examine early childhood educational theoretical perspectives underpinning global early childhood pedagogy, professional practice and young childrens learning.		
	b.	Evaluate and justify the significance of educational theories on early childhood development, learning, and teaching practices.		
	c.	Apply contemporary approaches to observing, documenting, assessing, planning, and teaching young children in early childhood educational contexts.		
	d.	Appraise contemporary curriculum approaches to create effective inquiry-based learning opportunities with and for young children.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ECUR403</b>	<b>Indigenous Perspectives in Early Childhood Education</b>	<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>400</b>
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• Embracing the diversity, culture, practice, and beliefs of Aboriginal and Torres Strait Islander Peoples.</li> <li>• Embedding Aboriginal and Torres Strait Islander culture and perspectives in early childhood educational contexts.</li> <li>• Applying the principles of Reconciliation, belonging and healing into curriculum provision in early childhood contexts.</li> <li>• Engaging in culturally responsive teaching strategies for Aboriginal and Torres Strait Islander curriculum provision across language, literacy, numeracy, mathematics, visual and media arts, music, dance, drama, health and physical wellbeing, science, engineering, technology, humanities, and social sciences.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Examine the significance of diversity, culture, practice, and beliefs of Aboriginal and Torres Strait Islander Peoples on the provision of early childhood education.		
	b.	Justify the significance of Aboriginal and Torres Strait Islander resilience; ways of knowing and being; teaching and learning to integrate cultural identity into early childhood contexts		
	c.	Apply the principles and practices of anti-bias and reconciliation into curriculum provision for embedding Aboriginal and Torres Strait Islander perspectives in early childhood contexts.		
	d.	Formulate a personal teaching identity that acknowledges and embeds respectful understandings of Aboriginal and Torres Strait Islander perspectives into everyday practice in an early childhood educational setting.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>EPRO404</b>		<b>Advocacy and Social Justice in Early Childhood Education</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	<b>400</b>
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• Empowering children’s rights education including their civil rights; education, leisure, and cultural activities; safety; health, family life; immigration, asylum seeker and refugee status; living standards; and Aboriginal and Torres Strait Islander children and their families.</li> <li>• Teaching perspectives on advocacy and social justice topics and application of this knowledge through pedagogical practices to facilitate each child’s rights, agency, identity, and wellbeing.</li> <li>• Designing, creating, and providing democratic and socially inclusive early childhood curriculum.</li> <li>• Formulating personal teaching, leadership and management identities within the global social justice and advocacy context.</li> </ul>						
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:					
	a.	Appraise contemporary early childhood social justice issues and apply this knowledge through pedagogical practices to facilitate each child’s rights, agency, identity, and wellbeing.				
	b.	Examine the characteristics of advocacy, social justice and children’s rights to design democratic and socially inclusive early childhood curriculum provision.				
	c.	Formulate personal social justice and advocacy teaching and leadership identities within the global early childhood education context.				
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>					
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV		

**BACHELOR OF EARLY CHILDHOOD EDUCATION**

Student Name:

<b>ELDR405 Educational Leadership</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	400
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• The complexity of the role, expectations, and requirements of an educational leader in maintaining the National Quality Framework, Australian Professional Teaching Standards, and other legislative requirements to support quality outcomes in early childhood contexts.</li> <li>• Professional understanding of the elements and strategies of educational leadership to lead educators and guide the planning cycle process.</li> <li>• Current approaches to informing the role of educational leaders in supporting, leading, and mentoring educators and teams in the development and implementation of effective educational programs with high quality outcomes for children, families, educators, and the wider community.</li> <li>• Early childhood educational theoretical perspectives underpinning global early childhood pedagogy, professional practice, curriculum frameworks and young childrens learning.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Examine the complex role of an educational leader in maintaining the National Quality Framework, Australian Professional Teaching Standards, and other legislative requirements to support quality outcomes in early childhood contexts.		
	b.	Demonstrate a professional understanding of the elements and strategies of educational leadership to lead educators and guide the planning cycle process enhancing positive learning outcomes and provisions for high quality educational programs.		
	c.	Critically reflect on current approaches to inform the role of educational leaders in supporting, leading, and mentoring educators and teams in the development and implementation of effective educational programs with high quality outcomes for children, families, educators, and the wider community.		
	d.	Evaluate early childhood educational leadership perspectives and approaches underpinning global early childhood pedagogy, professional practice and young childrens learning.		
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ELDR406 Leadership and Service Management</b>		<input type="checkbox"/> <b>Credit</b>	<b>Subject Level:</b>	400
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• Conceptualising early childhood leadership and service management and their importance to quality service provision for all stakeholders in an education and care setting.</li> <li>• Formulating a leadership and management identity through understanding the skills and dispositions required within early childhood contexts to lead and manage compliance; financial obligations; marketing and promotions; workplace wellness and safety; recruitment and performance; team effectiveness and professional development; change; and innovation, learning and critical thinking.</li> <li>• Acquiring the knowledge, skills, and practices to facilitate effective communication, planning, analysis, and decision-making for service operations and ensure compliance with the legislation and regulatory frameworks that govern early childhood contexts.</li> </ul>				
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:			
	a.	Analyse and critically reflect on contemporary leadership and management principles, practices, theories, and styles to express a personal emerging leadership and management identity within early childhood contexts.		
	b.	Examine leadership and management operations that inform and guide professional practice and quality early childhood service provision.		
c.	Utilise leadership and service management knowledge, skills, and practices to facilitate effective planning, analysis and decision-making for service operations and ensure compliance with the legislation and regulatory frameworks that govern early childhood contexts.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV

BACHELOR OF EARLY CHILDHOOD EDUCATION

Student Name:

<b>ELDR407</b>		<b>Researching in Early Childhood Education</b>		<input type="checkbox"/> Credit	<b>Subject Level:</b> 400
<p>This subject synthesises:</p> <ul style="list-style-type: none"> <li>• The importance of research in the field of early childhood education.</li> <li>• Current approaches to a variety of research methodologies, developing research questions, collecting, and analysing data, and presenting findings in a clear and concise manner.</li> <li>• Preparing, initiating, and conducting practitioner research in an area of interest that is relevant to reflexive skills, and professional principles and practices of an early childhood teacher.</li> <li>• Communication of research outcomes in a range of forms and contexts and to a range of audiences.</li> <li>• Connections between practitioner action research and educational leadership</li> </ul>					
<b>SUBJECT LEARNING OUTCOMES</b>	On successful completion of this subject, students will be able to:				
	a.	Examine practitioner research, relevant literature and apply research findings to professional practice, critical reflection and education leadership in early childhood education.			
	b.	Develop and justify research design for conducting practitioner research in early childhood education.			
	c.	Collect, analyse and interpret data on a contemporary curriculum or pedagogical issue using appropriate data collection methods and data analysis tools.			
	d.	Report and communicate research findings to a wider audience.			
<b>STUDENT EVIDENCE</b> <i>(Student to complete)</i>	<b>Statement</b> <i>(minimum 250-word justification demonstrating your knowledge, skills and application of the subject content and subject learning outcomes):</i>				
	<input type="checkbox"/> Testamur:	<input checked="" type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV	

**BACHELOR OF EARLY CHILDHOOD EDUCATION**

**Student Name:**

**APPLICATION ATTACHMENTS**

Provide a full list of the evidence attached to this application.

**DECLARATION**

In signing below, I acknowledge, confirm, and accept:

- I have read the Recognition or Prior Learning and Credit Policy and understand the application process.
- It is my responsibility to provide sufficient detail and relevant evidence to support my application.
- I consent and give Ikon permission to contact relevant parties to verify the authenticity of my application and supporting documentation and to seek further information about the originating source to make an informed assessment.
- I understand that I may be asked to provide further evidence and/or be contacted to discuss the application.
- I understand the recognition I am seeking is not guaranteed and that the final determination is bound by legislation, regulatory standards, and institutional policy.
- I agree to the RPL fee of up to \$250 to have this application assessed regardless of the outcome. Noting this fee will cover the cost of the subject should RPL be awarded. If RPL is denied and I enroll into the subject, the associated fee may be put towards the full subject cost.

<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>

## Application Recognition of Prior Learning and Credit

### BACHELOR OF EARLY CHILDHOOD EDUCATION

**Student Name:**

**Learner ID:**

**Assessor Name:**

**Date of Assessment:**

(Assessor to tick) I have reviewed all evidence provided and conducted (if required) external third-party verification.

Subject Requested	Subject Name	Assessment Outcome	Decline Reason (if applicable) see next section for details	Student Acceptance
<input type="checkbox"/> EPRO101	Professional Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR102	Exploring Play and Documentation	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO103	Holistic Child Development	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO104	Diversity and Equity	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO105	Safety, Health, and Wellbeing	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH106	Development, Assessment and Planning (3 to 5 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> PLAC907	Professional Experience 1 (3-5 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO201	Theoretical Perspectives and Pedagogy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EDEV202	Understanding and Supporting Exceptionality	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH203	Understanding and Guiding Behaviour	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO204	Working with Families and Communities	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH205	Sustainability Perspectives in the Early Years	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH206	Development, Assessment and Planning (0 to 3 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR207	Curriculum Approaches and Teaching Strategies	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> PLAC908	Professional Experience 2 (0-3 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR301	Language and Literacy in the Early Years	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR302	Mathematics in the Early Years	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR303	Digital Technology and Media in the Early Years	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL

### BACHELOR OF EARLY CHILDHOOD EDUCATION

<input type="checkbox"/> ETCH304	Teaching Curriculum: Literacy and Numeracy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH305	Teaching Curriculum: Science and Engineering	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH306	Teaching Curriculum: Music, Dance and Drama	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ETCH307	Teaching Curriculum: Art	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> PLAC909	Professional Experience 3 (3-5 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO401	Inclusive Perspectives in Early Childhood Education	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR402	Contemporary Curriculum in Early Childhood Education	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ECUR403	Indigenous Perspectives in Early Childhood Education	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> EPRO404	Advocacy and Social Justice in Early Childhood Education	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ELDR405	Educational Leadership	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ELDR406	Leadership and Service Management	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL
<input type="checkbox"/> ELDR407	Researching in Early Childhood Education	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> A. <input type="checkbox"/> B.	<input type="checkbox"/> Accept RPL <input type="checkbox"/> Decline RPL

RPL Decline reasons explanation.

- **A. RPL from other provider:** Declined as the evidence provided for consideration is based on another Higher Education Provider granting RPL/Credit. Under Ikon Policy we are unable to RPL/Credit based on another provider awarding RPL/Credit to their qualification
- **B. Insufficient mapping:** Declined due to insufficient mapping to a minimum of 80% coverage of the equivalent Ikon subject content.

**Provide any further comments if required below.**

# Application Recognition of Prior Learning and Credit

## BACHELOR OF EARLY CHILDHOOD EDUCATION

### STUDENT ACCEPTANCE OF RPL AND CREDIT ASSESSMENT OUTCOME

<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>
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### ADMINISTRATION

RPL and credit outcomes recorded on student record as Advanced Standing	<input type="checkbox"/> Yes	Name:	Date:
Fee payment processes completed	<input type="checkbox"/> Yes	Name:	Date: