

# Bachelor of Education in Early Childhood (Top-up Degree)



**MONASH**  
University

CRICOS 00008C



**GROUP  
OF EIGHT**  
AUSTRALIA

Part-time Programme

- › Ranked in the World's Top 100 universities  
(QS and Times Higher Education World University Rankings 2016/17)
- › Ranked 17th Worldwide in the subject of Education  
(QS World University Rankings by Subject 2016 – Education)
- › Member of Australia's prestigious Group of Eight (Go8) universities
- › Possible entry into Year 3 of the Degree programme  
(Subject to Monash University's Approval)

# MESSAGE FROM THE PRESIDENT AND VICE-CHANCELLOR



**Professor Margaret Gardner AO**  
President and Vice-Chancellor  
Monash University

Monash University is committed to international excellence in education and research that improves the lives of people across the globe. As one of the top 100 research universities in the world, Monash research enriches the quality of the education we offer. We have equipped generations of professionals to make a positive difference in their communities across the Asia Pacific and beyond.

Our Faculty of Education is widely recognised as one of the very best such faculties in the world. It is known for the breadth of its expertise and for its commitment to innovation, engagement and internationalisation. It has particular expertise in off-campus learning, both within education and for other professions, at both undergraduate and graduate levels.

The Bachelor of Education in Early Childhood is designed specifically for early childhood professionals who have a Diploma in Pre-school Education or equivalent awarded by a registered provider in Singapore. The programme is relevant for early childhood educators who wish to upgrade their qualifications and gain an understanding of the latest pedagogical practices and research in the field. The programme has been designed to facilitate student involvement in leading research activities, international network forums and reflective and creative thinking in early childhood education.

Monash University is proud to offer this programme in Singapore in conjunction with Kaplan Higher Education Institute.



# ABOUT KAPLAN IN SINGAPORE

Kaplan in Singapore is part of Kaplan Inc., one of the world's most diverse education providers and is the largest subsidiary of Graham Holdings, formerly The Washington Post Company. Its three entities in Singapore, namely Kaplan Higher Education Academy, Kaplan Higher Education Institute and Kaplan Learning Institute (comprising Kaplan Financial and Kaplan Professional) serve more than 30,000 learners from across 30 countries worldwide and it is the only education provider in Singapore to be awarded the 4-year EduTrust certification for all three of them.

**Registered with the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG)**

Kaplan Higher Education Academy



Cert No. : EDU-2-2023  
Validity : 20/07/2015 - 19/07/2019  
UEN 199409389H  
Validity: 20/05/2014 to 19/05/2018

Kaplan Higher Education Institute



Cert No. : EDU-2-2075  
Validity : 04/03/2016 - 03/03/2020  
UEN 198600044N  
Validity: 17/08/2014 to 16/08/2018

Kaplan Learning Institute



Cert No. : EDU-2-2022  
Validity : 19/07/2015 - 18/07/2019  
UEN 1997010360K  
Validity: 20/05/2014 to 19/05/2018



## JobsCentral Learning, Training & Education Development Awards 2016



### Best Private Education Institution

Awarded to Kaplan Higher Education Academy for Computer Science & IT and Communications & Media

Awarded to Kaplan Higher Education Institute for Business Management and Marketing



### Best Corporate Training Provider

Awarded to Kaplan Learning Institute for Computer Science & IT, Finance Management and Leadership



### AsiaOne People's Choice Awards

Voted consistently the Top 3 "Best Private Institute" from 2013 to 2016



### HRM Asia Readers' Choice Awards 2016

Voted "Best Corporate Learning & Development Provider" for Kaplan Professional, part of Kaplan Learning Institute

# KAPLAN HIGHER EDUCATION INSTITUTE

Today, thousands of students are enrolled into Kaplan Higher Education Institute in Singapore, pursuing part-time programmes that range from Diplomas to Bachelor's and Master's Degrees.

Through strategic collaborations with prestigious universities from Australia, Ireland and the UK, Kaplan offers career-oriented academic programmes designed to provide students with skills necessary to qualify them for employment and to meet the demands of the industry.

Disciplines available:

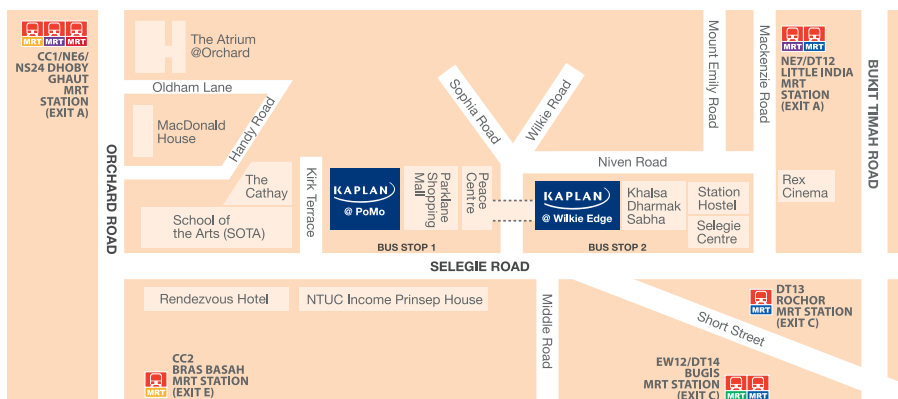
- Accounting & Finance
- Business & Management
- Communication & Media
- Engineering
- Hospitality & Tourism Management
- Humanities & Social Sciences
- Information Technology
- Law
- Nursing & Allied Health

CHOOSE FROM OVER  
**200** DEGREE PROGRAMMES

HEART OF THE CITY  
NEAR **5** MRT STATIONS

DIRECT ENTRY\* TO  
**2**ND YEAR FOR DIPLOMA GRADS

**EASY** AND AFFORDABLE PAYMENTS#



Kaplan City Campuses Location Map

Together, Kaplan Higher Education Academy and Kaplan Higher Education Institute form one of the largest private education institutions in Singapore, spanning more than 140,000 sqft across Kaplan City Campus @ Wilkie Edge and @ PoMo.

The campuses are located in the heart of the city, all within walking distances from 5 MRT stations across major train lines.

All our campuses are strategically located to provide students with convenience and conducive study environments, including state-of-the-art classrooms and computer laboratories, WIFI access, student lounges, well-resourced library and food & beverage outlets on campus.

\*Subject to meeting entry requirements. #Terms and conditions apply. Subject to bank's approval.

# MONASH UNIVERSITY



Monash is one of Australia's largest and most dynamic universities. Its research is internationally recognised, its faculties are acclaimed for teaching excellence throughout Australia and its graduates hold prestigious positions worldwide in industry, commerce and education.

Monash University is committed to upholding the highest academic standards and to ensuring that all its operations, scholarly or corporate, compare favourably with the world's best.

Monash University is one of Australia's most important centres of research and scholarship. As Australia's largest university, research at Monash is undertaken across a diverse array of disciplines, applicable to numerous industries. Research at Monash is active in over 150 fields and accommodates more than 120 research centres and institutes.

Monash has a worldwide reputation for excellence in teaching and research. Its graduates are widely sought after by employers internationally for their academic abilities and their reputations as independent learners, innovators and leaders.

With more than 63,000 students on seven campuses in Australia, Malaysia and South Africa, Monash University offers a breadth and depth of programmes that are truly unique.

## Faculty of Education

Monash's Faculty of Education has a national and international reputation for excellence in teaching and research.

The QS World University Rankings by Subject 2016 – Education, ranked Monash 17th in the world in the subject of Education.

When you choose the Faculty of Education at Monash University:

- You learn with academics who have a national and international reputation for excellence in teaching and research
- You learn with other students who aspire to excellence
- You are exposed to innovative curriculum that responds to local and international contexts.

Driven by our core values of integrity, impact and leadership, the Faculty of Education seeks to contribute to the continual improvement of education across the globe.

We aim to advance the discipline and practice of education through:

- Providing high quality and ethical teaching
- Preparing educators for a range of settings and specialisations
- Fostering a vibrant intellectual community
- Engaging in policy and public debate on important education matters
- Implementing original, credible and globally-relevant research
- Collaborating with influential industry partners across sectors
- Serving and engaging with the community at all levels



## FACULTY SUPPORT



**Professor John Loughran**  
Dean, Faculty of Education



**Dr Iris Duhn**  
Courses Leader Early  
Childhood



**Dr Sivanes Phillipson**  
Offshore Education  
Coordinator and  
Student Adviser

**Dr Corine Rivalland**  
**Associate Professor**  
**Joseph Agbenyega**  
**Dr Hilary Monk**  
**Dr Denise Chapman**

**Dr Liang Li**  
**Ms Kelly Carabott**  
**Dr Sylvia Almeida**  
**Dr Kathy Smith**  
**Dr Anne Keary**

**Dr Geraldine Burke**  
**Ms Rosemary Bennett**  
**Ms Sharryn Clarke**  
**Ms Jacqueline Young**

\*Teaching staff subject to change.

Unique Features of the Programme	Benefits
100% assignment-based programme	With a fully assignment and research-based programme, contents covered during the programme will be most relevant to the industry and your daily work.
Well-paced study schedule to cater for professionals in both public and private sectors	With minimum commitment required throughout the entire degree programme, allowing you to balance your time allocated to other commitments such as work and family.
Programme conducted entirely in Singapore and fully taught by Monash University faculty	Experience the degree with the exact same contents and professors from Monash University, Melbourne, Australia locally without the need of going abroad.
Access Monash University Learning Systems – Up-to-date, modern interactive learning online	Save the effort of visiting libraries for your assignment research. You will be given access to the most updated articles located in Monash University’s online portal.
Possible entry into Year 3 of the Degree programme (Subject to Monash University’s approval)	Obtain a well-recognised qualification from Monash University in just 24 months.



# PROGRAMME STRUCTURE & CONTENT

The Bachelor of Education in Early Childhood programme consists of two years of undergraduate studies. It aims to provide graduates with advanced knowledge in early childhood education and develop outstanding leaders for the delivery of educational and training services. It is suitable for staff working in childcare centres, kindergartens and enrichment centres. It provides a solid foundation to enable them to undertake effectively the duties of an early childhood educator.

## Year 2

- Contemporary Child Development Theories and Practices
- Local and Global Perspectives in Education Policy
- Learning Through Play Pedagogies
- Curriculum Assessment and Documentation in Education
- Learning with Children, their Families and Communities
- Learning about Patterns, Shapes and Numbers through Play
- Health and Physical Wellbeing in the Young Child
- Children and Childhood Across Time: Policies and Practices

## Year 3

- Art, Environment and Community
- Change and Transition in Children's Education
- Diversity in Child Development
- Children's Literature, Storytelling and the Arts
- Children's Literacy Development
- Investigating Our World: Science, Technology and the Environment
- Leadership and Management in Education Contexts
- Professionalism, Ethics and Interdisciplinary Work in Education

Sequence of units may vary.

## Fieldwork Placement

All students are required to undertake two fieldwork placement units.

- Early Years Professional Experience 3A
- Early Years Professional Experience 3B

Students who are offered with the 2 years programme are required to undertake two additional fieldwork placement units.

- Early Years Professional Experience 2A
- Early Years Professional Experience 2B

Possible direct entry into Year 3 of the Degree programme, subject to meeting Monash University's entry requirements.



# PROGRAMME STRUCTURE & CONTENT

## Learning Cycle

A typical term is a three-month period covering two programmes of study. The advantage of this structure is that professionals enrolled in the programme are able to concentrate on two programmes at a time and complete them on a quarterly basis. This is how each term works:



## Sample Seminar Schedule for Week 5 & 7\*

Day	Time	No. of Contact Hours
Thursday	18:30 – 22:30	4
Friday	18:30 – 22:30	4
Saturday	14:00 – 21:00	6
Sunday	09:00 – 16:00	6

\*The timing of the seminars may vary depending on the nature of the programme.

The programme provides a total of 320 hours of interactive lectures and workshops; or 20 hours per programme. Interactive lectures are conducted by visiting lecturers from the University.

The curriculum is taught over 8 terms of 13 weeks. There are 4 terms per academic year. Classes are generally held in the evenings and over weekends to suit the busy schedules of programme participants.

## Assessment Scheme

Each programme is formally assessed by reports, essays and/or case studies at the discretion of a Monash academic staff member responsible for the programme.

## Programme Management

The Bachelor of Education in Early Childhood is managed by a professional programme management team at Kaplan Higher Education Institute. The team ensures that in addition to classes, students will receive regular programme newsletters via email, academic support via email or other online resources and study notes. Programme managers will also provide assistance with scheduling, study group formation, Kaplan City Campus library membership, assignment and examination management, student liaison and organisation, and others.

The Monash University programme management team manages a range of services and student support functions including admission and student enrolment matters, student fees and learning materials.

## Graduation & Recognition

Students who successfully complete the programme will be awarded the prestigious Bachelor of Education in Early Childhood degree of Monash University. The degree will be the same as that granted to on-campus students of the University.

Students are encouraged to attend a Monash graduation ceremony in Australia with their families wherever possible.



# UNIT OUTLINE

## Contemporary Child Development Theories and Practices

In this unit, students develop understanding of a range of contemporary theories of child development and discuss development as a cultural and social process whereby programming of development is always positioned to what the child can do collaboratively. Developmental, sociocultural, socio-behaviourist and post-structuralist theories are explored in relation to how they are applied to the provision of education and care for children from birth to twelve years. The unit explores new research in this field and students critically reflect on current practices in the light of this research. Students utilise their understanding of contemporary child development in early childhood settings to plan learning experiences showing the nexus between theory, teaching and development strategies that reflect contemporary curriculum frameworks.

## Local and Global Perspectives in Education Policy

This unit critically examines trends in education policy across local, regional, national and global levels. Students engage with concepts of neoliberalism and globalisation in education policy and investigate how policy influences early years education through a range of perspectives. Students develop an understanding of Australian policy relevant to early years education and research the implications of global and national policy for their work as professional educators in Australia.

## Learning Through Play Pedagogies

In this unit, students examine research which explores contemporary theories about play and how play supports children's learning. Students learn how to interpret play-based curriculum that encourages children to explore, solve problems, create and construct new knowledge and explore how play is re-defined and theorised. In addition, students explore the diverse culturally informed ways in which children in contemporary society play and learn in their families, communities and early childhood settings. Importantly, students undertake an analysis of the contemporary theories of play, noting the research upon which a variety of theories are based, examining multicultural variations, popular culture and gendered interactions. They become familiar with a range of children's play contexts. Students further develop their understanding through observing children at play, undertaking analyses and re-theorising play.

## Curriculum, Assessment and Documentation in Education

This unit develops students' understanding of the curriculum guidelines, documentation, assessment and evaluation policies that are pertinent to early childhood education at local and national levels. Students are involved in analyses of pedagogical, social, cultural, political and economic dimensions of curriculum theory, practice, design and assessment that meet diverse learners' needs. They develop knowledge of the key elements of current policy including the Australian Children's Education and Care Quality Authority (ACECQA), Early Years Learning Framework (EYLF), Australian Institute for Teaching and School Leadership (AITSL), the Australian Curriculum and the Assessment and Reporting Authority (ACARA). They explore exemplars of early years programmes and planning and how children's activities are assessed, so they can competently and professionally develop practices expected in early childhood learning and care in Australia and internationally.

## Learning with Children, their Families and Communities

This unit explores children's learning development within the context of their family and communities. The theoretical and practical context of how children learn from birth to eight years of age is explored. The focus is on the implications of development for learning and teaching in relation to contemporary issues impacting on children's learning with their family and communities. All aspects of learning and teaching in these early years is examined through participation in problem-based learning scenarios and observed case studies where students analyse and apply knowledge of children, family and communities to understand both theoretical and contemporary real-life issues related to the development of children's learning.





## UNIT OUTLINE

### Learning about Patterns, Shapes and Numbers through Play

This unit focuses on students' developing understanding of what young children do to learn mathematically and build the skills of numeracy through play, games, shapes, numbers and varied resources for young learners. Students further build their conceptual frameworks for understanding children's mathematical growth. Students critically engage with current research, practice and policy in mathematics with a special focus on mathematics and play. They are introduced to pedagogical approaches that enable them to successfully support children's learning of mathematics, including a focus on the use of information and communication technologies (ICTs) and the use of real or imaginary technologies as props in their play, or as tools for designing and making meaning.

### Health and Physical Wellbeing in the Young Child

This unit develops students' understanding of how early childhood education can help to develop health and physical wellbeing in the young child with reference to the expectations in the Early Years Learning Framework. Wellbeing is discussed in terms of holistic approaches to health with children, their families and community including multicultural groups, Aboriginal and Torres Strait Islander children and others with diverse learner needs. There are emphases on physical wellbeing with attention paid to movement, the body, diet and nutrition, outdoor activity and risk taking, as well as children's socio-emotional wellbeing. Local and international perspectives on health and wellbeing are explored and how different cultural values disrupt the idea that there is a universal standard for health and physical wellbeing. The United Nations Convention on the Rights of the Child (UNCRC) document underpins the learning in this unit. Students learn how they can develop and apply strategies to ensure the rights of children to a healthy and active lifestyle can be achieved.

### Children and Childhood Across Time: Policies and Practices

This unit examines critically how childhood has been theorised over time, and investigates how different concepts of childhood have shaped children's lives. Students engage with a range of educational philosophical perspectives that have contributed to understandings of childhood across time. Students also develop an understanding of the complex socio-economic, cultural and political contexts that have shaped childhoods in Australia and generate possibilities and challenges for young children's lives in the present and future. Particular emphasis is given to the implications for students' work as emerging leaders in their professional field.

### Art, Environment and Community

This unit explores the intersections of art, environment and sustainability education and implementation by utilising the campus environs and surrounds for creative expression. Students engage with Western and Indigenous ways of knowing by creating a range of place-related artworks that critically inform notions of art, place, identity and sustainability. Students' own art experiences, e.g. drawing studies, site specific installations, nature prints, castings and photo-media works, serve as a catalyst for the planning and implementation of an art, environment and sustainability project for a local community, e.g. school, kindergarten and orientation activities.

### Change and Transition in Children's Education

This unit further develops students' understanding of teaching children through periods of change and transition in their lives so they can be confident, creative and involved learners. Students research, identify and critically analyse a variety of theoretical perspectives around social, emotional and language development, and other influences that mediate and contribute to the child's sense of belonging, being and becoming between home and educational contexts. The focus of this unit is on the development of skills that facilitate processes of researching, analysing, developing and applying differing theoretical perspectives and practical strategies to support children through change and transition. By researching the traditions, routines and practices within children's contexts, students are given the opportunity to develop a deep understanding of children's learning and development in diverse and complex contexts and in collaboration with parents and other professionals.

### Diversity in Child Development

This unit develops students' understanding of the factors involved in diverse learners' experiences in childhood development. It focuses on individuals with physical, cognitive or emotional differences and abilities, as well as differences created by social structures such as family, class, gender, and culture. Approaches to catering for children with delayed development, exceptional ability, emotional or behavioural problems are provided for critical reflection and discussion to develop students' ability to respond to varied children's needs. Major theoretical perspectives and current debates related to development are explored and students learn how to interpret and implement curriculum and legislative requirements that impact on professional practice and planning to meet diverse learner needs.

# UNIT OUTLINE

## Children's Literature, Storytelling and the Arts

This unit uses creative approaches to develop students' knowledge and understanding of English-discipline specific content. Students learn how to develop personal literacy through integrated approaches and an explicit focus on reading recovery and language development across reading, writing, speaking and listening. Students explore a wide range of literature suitable for children and engage with various approaches to storytelling and language arts, including digital and cross-arts storytelling. Students develop their skills in English and literacy including how to critically analyse texts, how to select and present literature for children and methods of integrating language arts across the curriculum. By developing their own English communication skills as story makers and tellers, students gain an understanding of pedagogies for engaging children in literature and developing literacies through storytelling.

## Children's Literacy Development

This unit is an advanced study of students' understandings and applicative knowledge of children's literacy learning within the home, community and formal school contexts. It builds on knowledge from earlier units and learning from professional experience in early years settings. Exploration of current research literature illuminates the various ways diverse learners can fully and effectively participate within multiple contexts in a contemporary literate society. Emphasis is given to developing further understanding of language pedagogies, theories and strategies related to children's literacy learning including, for example, coding competence, semantic practices, pragmatic competence and critical thinking practices. Students develop the skills and confidence to plan, implement and evaluate literacy initiatives intended to improve children's literacy outcomes across contexts and cultures.

## Investigating Our World: Science, Technology and the Environment

This unit focuses on how young children develop understandings in science, technology and environmental education in a variety of cultural contexts. Students research everyday environments at home and in the community to determine science and technology affordances and apply well-developed judgements for turning everyday concepts into scientific concepts. The teaching of these areas is examined from a range of theoretical perspectives and in relation to relevant curricula, e.g. Early Years Learning Framework (EYLF), AusVELS and the Australian Curriculum. Attention is paid to learning across the institutional settings of home, centre and classrooms and students are expected to research and conceptualise both pedagogies and programs in ways that promote and meaningfully engage young children's learning of science, technology and environment.

## Leadership and Management in Education Contexts

This unit develops students' understanding of the requirements placed upon education services and early years professionals working in a range of settings to meet legislative and policy requirements in their field. The unit develops students' knowledge of pedagogical practice, administration, management and leadership skills. During students' involvement in a learning community, they engage in a small research to examine the pedagogical practices within it. They develop understanding of how effective pedagogical and administrative leadership provides the intellectual tools to support the development of inclusive, culturally safe and secure places for all learners and professionals who participate in educational services.

## Professionalism, Ethics and Interdisciplinary Work in Education

In this unit, students develop understanding of the professional and ethical standards expected of educators working with children in the early years, in policy and practice and how they work with other professionals in interdisciplinary fields. They develop knowledge of documents and policies, including a review of legislative requirements informing educators' work and understanding of how to implement strategies to support the safe, responsible and ethical use of information and communication technologies (ICTs) in learning and teaching. They learn from professionals including social workers, health professionals and others to understand the day to day issues educators deal with in their work, and the importance of working in interdisciplinary teams. Students develop communication skills that enable them to work professionally and ethically with a variety of professionals in early years and primary settings.



# FEE SCHEDULE & APPLICATION

## Fee Schedule

Please refer to the insert for information on:

- Tuition Fee
- Non-tuition Fee
- Refund Policy
- EduTrust Certification

For more information, please contact our programme consultant or email [info.sg@kaplan.com](mailto:info.sg@kaplan.com)

## Entry Requirements

All students entering the programme will do so with advanced standing. To be eligible for the admission, students must hold one of the following qualifications:

### Year 2 Entry (24-month completion):

- A graded Diploma of Children's Services (or equivalent) awarded by an Australia registered training organisation (i.e. TAFE or private provided)
- A Diploma in Early Childhood Care and Education/DECEE-T (or equivalent)
- Advance standing entry to final year applicable with the following qualification
- A Diploma in Early Childhood Care and Education/DECCE-L (or equivalent)
- Professional Diploma in Early Childhood Care and Education

Other qualifications not listed above will be assessed by Monash University on a case-by-case basis.

All applicants must demonstrate that they meet the English Language Proficiency requirements outlined in the following website: <http://www.monash.edu.au/education/future-students/apply/englishrequirements/>

All applications are subject to the approval of Monash University.

## Study Loans\*

Study loans are available with most banks and financial institutions. Interested candidates may contact:

Maybank : 1800 629 2265 [www.maybank.com.sg](http://www.maybank.com.sg)  
 OCBC Bank : 1800 363 3333 [www.ocbc.com.sg](http://www.ocbc.com.sg)

\*Only applicable for local students.

## Closing Date

Application deadlines for each intake is listed in the application form. Usually, the University takes about 3 weeks to process each application. Therefore, it is advisable for potential students to apply for admission at least 6 weeks before the start of each intake.

## Who to Contact

For enquiries on this programme, SMS **MONBROECH** **Name** **Email Address** to **8338 1333**.

By sending the code via SMS, you have given your consent to have a representative from Kaplan contact you regarding your request.

For other information on Monash University's programmes, please contact:

Telephone : 6733 1877  
 Facsimile : 6225 3605  
 Email Address : [info.sg@kaplan.com](mailto:info.sg@kaplan.com)  
 Kaplan Website : [kaplan.com.sg](http://kaplan.com.sg)  
 Monash Website : [www.monash.edu.au](http://www.monash.edu.au)

The full application package should be sent to:  
**Director, Monash University**  
**Bachelor of Education Programme**  
**Kaplan Higher Education Institute**  
 Kaplan City Campus @ Wilkie Edge  
 8 Wilkie Road, #02-01, Singapore 228095

Monash University and Kaplan Higher Education Institute reserve the right to alter, amend or delete any programme fee, programme, admission requirement, mode of delivery or other arrangements without prior notice.






The information contained in this brochure is correct at time of printing (July 2017).

Monash University CRICOS Provider Number 00008C

Registered with Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG). UEN 198600044N: Validity 17/8/2014 to 16/8/2018

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