

Leap Handbook

S74 Graduate Certificate in Education (Early Childhood Studies)



Contents

Welcome	3	Applying to a Leap Sponsored Course at ECU What's Next?	15 - 16
Important Dates and Events	4	Tips Once you have Enrolled	17
Key Leap Contacts at ECU	5	Intermitting or Withdrawing from a Leap Sponsored Course or Unit	18
S74: Graduate Certificate of Education (Early Childhood Studies)	6	General Course Information	19 - 20
S74 Delivery Pattern	7	Student Facilities, Services and Support	21 - 22
How your Learning Works in the S74 Program	8	A Guide to the Digital Learning Environment at ECU	23
Description of Units of Study	9 - 12	Graduation Process	24
Frequently Asked Questions	13 - 14		



Welcome

Welcome to the School of Education Leap Program.

ECU's School of Education is committed to ensuring the delivery of continued professional learning and quality training of teachers.

We are pleased to partner with the Department of Education (DoE) Western Australia in the delivery of postgraduate qualifications to enhance your career as a professional educator. I am confident you will gain a great deal from your postgraduate course and enjoy your studies with the School of Education, continuing to inspire your future students from the knowledge gained during the Leap program.



Professor Caroline Mansfield
Executive Dean,
School of Education.

What is LEAP@ECU?

The Leap@ECU Program offers new and existing teachers an opportunity to gain further qualifications to teach in specialist areas or even move into a new teaching area. Through sponsorship and funding from the DoE, participants can enrol into a postgraduate certificate course offered by the School of Education. This booklet outlines the sponsorship in our Early Childhood Studies specialisation.



Why study at ECU?

In the 2026 Good University Guides survey results, Edith Cowan University (ECU) was rated 5 stars as the top Western Australian university for overall experience, student support and full-time employment for postgraduate coursework students.



Important Dates and Events

The official [ECU Academic Calendar](#) lists all your important academic dates.

All new intakes in 2027 for the Leap@ECU Early Childhood Studies course will commence in Trimester One in January. Units in the Leap program follow a non-standard semester teaching pattern to suit the needs of full time educators. This delivery schedule involves a commitment to undertaking units during school holiday periods as shown in the table below. It is important that you advise both the DoE and ECU if you are having any difficulties and/or intend to withdraw from a unit as this has potential financial and academic consequences. For example, withdrawals from units past the Academic penalty date may result in a WF (withdraw fail) grade on your academic record.

Please note that Leap unit selection and timetabling is at the discretion of the ECU unit coordinator.

Units in the program include:

ECE6230

[Constructing Curriculum in Early Childhood](#)

ECE6240

[Child Development for the Early Years](#)

ECE6250

[Advocating and Leading in Early Childhood](#)

ECE6260

[The Art of Early Childhood Pedagogy](#)

Leap S74 Early Childhood Studies Delivery Schedule 2027	Unit Title and Delivery Mode	Census Date Last date to withdraw before a financial penalty is applied to your unit/s	Academic Penalty Date Last date to withdraw before an academic penalty is applied to your unit/s
Prior to Commencement Compulsory Orientation unit (opens 21 December 2026) 4 January 2027 – 8 January 2027 Note: Must be completed by the end of orientation week	Orientation Information Module (Mode: Online) Self-Directed Content	N/A	N/A
Course Commencement Trimester 1 2027 (27TR1) 11 January 2027 – 15 January 2027	Week 1 Unit Content (Mode: Online)	N/A	N/A
Trimester 1 2027 (27TR1) 11 January 2027 – 19 April 2027	ECE6230 and ECE6240 (Mode: Online)	15 February 2027	11 March 2027
Professional Experience (PEX): Birth – 3 in Early Learning Centre (During School Holidays) PEx #1: 18 – 22 January 2027 (Complete 5 days observation) PEx #2: 12 – 23 April 2027 (Complete 10 days across 2 weeks)	PEX for ECE6240 (Mode: In-Person) 15 days total		
Trimester 2 2027 (27TR2) 3 May 2027 – 13 August 2027	ECE6250 and ECE6260 (Mode: Online)	15 June 2027	10 July 2027
Professional Experience (PEX): PEx #1: 3 – 5 years (Pre-Kindy or Kindy) 17 May – 7 June 2027 (15 days) PEx #1: Junior Primary (PP – Yr2) 8 June – 7 August 2027 (30 days)	PEX for ECE6260 (Mode: In-Person) 45 days total N.B You may be eligible to apply for RPL if you hold a primary teaching qualification and have several years of experience teaching in the early years of primary school.		

PEX = Professional Experience Placements



Key Leap Contacts at ECU

Academic

Associate Dean (Early Childhood)

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Enrolment Queries

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Department of Education

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ECU Assistance

General Leap@ECU Assistance

Email: leap@ecu.edu.au

IT Service Desk

ECU Network issues, password resets and support with other services

Email: itservicedesk@ecu.edu.au

Phone: +61 8 6304 6000

Student Hub

Enrolment assistance, course information, advice and support

Phone: 134 328

Email: studenthub@ecu.edu.au

S74 Graduate Certificate in Education (Early Childhood Studies)

This course is ideal if you're thinking about a career shift or expanding your teaching qualification into early childhood education from primary or secondary teaching – either in the early years of school, or into an early learning setting.

Successful completion of the course gives you an ACECQA recognised qualification that allows you to teach children in early childhood settings from birth to 8-year-olds. This course is designed by teachers, for teachers and can be completed in 8 months. It suits current teachers as practicums are completed in school holidays and, if you are already teaching an early childhood cohort, in your own school. This means you can continue teaching in your current role and location while studying.

Early childhood education is one of the fastest growing sectors across Australia, with high demand for fully qualified teachers. Completion of this course positions you well for school leadership roles, and pedagogical leadership in early childhood education and care settings.

Admission Requirements (Band 8)

The following course-specific admission requirements are mandatory and must be satisfied by all applicants. These requirements are in addition to or supersede the minimum requirements outlined within the Academic admission requirements band section below.

All applicants are required to have a three-year or four-year primary or secondary teaching qualification, such as a Bachelor of Education (Primary), a Graduate Diploma of Education (Primary), a Bachelor of Education (Secondary), Graduate Diploma of Education (Secondary), Master of Teaching (Secondary), or Master of Education, with equivalents considered.

Academic admission requirements (Band 8) may be satisfied through completion of one of the following:

- Bachelor degree in a cognate discipline; or
- Where accepted, equivalent prior learning, including at least five years relevant professional experience.

Duration: 8 months part-time

Please note: This course follows a non-standard delivery pattern to accommodate DoE Leap sponsored participants. This course information may be updated and amended immediately prior to semester.

Course Structure and Delivery Pattern

This course is composed of four units, please ensure you also note the Census dates and Academic Penalty dates outlined on [Page 4](#).

Description of Units of Study

Unit Code	Unit Title	Dates
ECE6230 (Online)	Constructing Curriculum in Early Childhood	Trimester 1 2027 (27TR1)
ECE6240 (Online & In-Person PEx)	Child Development for the Early Years	Professional Experience PEx #1: 18 - 22 January 2027 (Complete 5 days observation) PEx #2: 12 - 23 April 2027 (Complete 10 days across 2 weeks)
ECE6250 (Online)	Advocating and Learning in Early Childhood	Trimester 2 2027 (27TR2)
ECE6260 (Online & In-Person PEx)	The Art of Early Childhood Pedagogy	Professional Experience PEx #1: 17 May - 7 June 2027 (15 days) PEx #2: 8 June - 7 August 2027 (30 days)

S74 Delivery Pattern

TRIMESTER 1

Week	Activity		Unit/staff/school timetable		
The Online Orientation unit must be completed by the end of Orientation week (Opens 21 December 2026)				School Holidays (DoE)	School Holidays (CEWA/Some Independent)
0	4 Jan	Compulsory Self-directed content	Online Orientation Unit		
1	11 Jan	Week 1 ECE6240 Unit Content	ECE6240 Child Development for the Early Years		
2	18 Jan	Professional Experience	Orientation days/Observations in Birth-3 setting (5 days)		
3	25 Jan	Prep for own classes (Continue working on content)			1
4	1 Feb	Week 1 ECE6230 Unit Content	ECE6230 Constructing Curriculum in Early Childhood	1	2
	8 Feb	Mid Semester Break (Continue working on content)		2	3
5	15 Feb	Week 2 ECE6230 Unit Content		3	4
6	22 Feb	Week 3 ECE6230 Unit Content		4	5
7	1 Mar	Week 4 ECE6230 Unit Content		5	6
8	8 Mar	Week 5 ECE6230 Unit Content		6	7
9	15 Mar	Week 2 ECE6240 Unit Content		7	8
10	22 Mar	Week 3 ECE6240 Unit Content		8	9
	28 Mar	Easter Break (26 – 29 March 2026)		9	10
11	5 Apr	Week 4 ECE6240 Unit Content		10	11
12	12 Apr	Professional Experience	Birth-3 Professional Experience - 10 days across 2 weeks (Pass/Fail)	School Holidays (DoE)	School Holidays (CEWA/Some Independent)
13	19 Apr	Professional Experience			
	26 Apr	Assessment Panel - Trimester 1 2027 Ends (Break)		1	1

TRIMESTER 2

Week	Activity		Unit/staff/school timetable			
1	3 May	Week 1 ECE6260 Unit Content	ECE6260 The Art of Early Childhood Pedagogy		2	2
2	10 May	Week 2 ECE6260 Unit Content	3-5 years (Pre-Kindy or Kindy) Professional Experience - 15 days		3	3
3	17 May	Week 3 ECE6260 Unit Content / Professional Experience			4	4
4	24 May	Week 4 ECE6260 Unit Content / Professional Experience			5	5
5	31 May	Week 5 ECE6260 Unit Content / Professional Experience			6	6
6	7 Jun	Week 6 ECE6260 Professional Experience	Junior Primary (PP – Yr2) Professional Experience - 30 days		7	7
7	14 Jun	Week 7 ECE6260 Professional Experience			8	8
8	21 Jun	Week 8 ECE6260 Professional Experience			9	9
9	28 Jun	Week 1 ECE6250 Unit Content	ECE6250 Advocating and Leading in Early Childhood		10	School Holidays (CEWA/Some Independent)
	5 Jul	Mid Semester Break			School Holidays (DoE)	
	12 Jul					
10	19 July	Week 2 ECE6250 Unit Content	Week 8 ECE6260 PEx	Continued: Junior Primary (PP – Yr2) Professional Experience - 30 days	1	1
11	26 July	Week 3 ECE6250 Unit Content	Week 8 ECE6260 PEx		2	2
12	2 Aug	Week 4 ECE6250 Unit Content	Week 8 ECE6260 PEx		3	3
13	9 Aug	Week 5 ECE6250 Unit Content			4	4
	16 Aug	Assessment Panel - Trimester 2 2027 Ends			5	5

How your Learning Works in the S74 Program

The S74 course uses a programmatic approach to learning, which means your units are connected and designed to build your knowledge, skills and confidence as an education professional. There are two types of units in the course:

Learning Units – where you learn and develop

In Learning Units, you will:

- Explore ideas and concepts through activities, discussions and workshops.
- Apply your learning to professional and real-world situations.
- Receive feedback to help you improve.
- Reflect on your learning and development.
- Build the knowledge, skills and capabilities you need as an education professional.
- Learning Units are assessed on a Pass/Fail basis and focus on your learning and development rather than graded assessment.

Assessment Units – where you demonstrate your learning

Assessment Units give you the opportunity to:

- Bring together learning from across the course.
- Apply your knowledge and skills to authentic professional situations.
- Demonstrate what you have learned.
- Provide evidence of your developing professional capabilities.
- The Assessment Unit in the S74 is graded.

Your S74 Units

Unit Code	Type	Unit Title	Credit Points
ECE6230	Learning Unit	Constructing Curriculum in Early Childhood	15
ECE6240*	Learning Unit	Child Development for the Early Years	15
ECE6250	Assessment Unit	Advocating and Leading in Early Childhood	15
ECE6260*	Learning Unit	The Art of Early Childhood Pedagogy	15

*Designated Unit: A designated unit is a fundamental course requirement and can normally only be attempted once, unless otherwise determined by the School Progression Panel.

Your Learning Portfolio – Portflow

Throughout the course, you will use Portflow, a digital portfolio connected to Canvas, to collect and reflect on evidence of your learning.

You can use Portflow to:

- Collect examples of your work and learning.
- Add reflections and feedback.
- Track your development.
- Connect learning across different units and experiences.
- Build a portfolio that showcases your skills and growth as an education professional.

Putting It All Together

Your learning follows a simple process:

Learn → Apply → Get Feedback → Reflect → Develop → Demonstrate

Learning Units give you opportunities to learn, practise and develop. Assessment Units allow you to bring that learning together and demonstrate what you can do.

Together, they provide a connected learning experience that supports your development throughout the S74 course.

ECE6230: Constructing Curriculum in Early Childhood

This unit explores contemporary research and issues related to the construction of early childhood curriculum and the strategies educators employ to make it engaging, effective and appropriate for children birth to eight years. This unit will assist students with the development of inclusive pedagogy that facilitates children's holistic learning of early literacy and language, early mathematics and science, technologies, the arts, social and environmental education, and physical and health education. Students will explore how concepts across these areas are integrated and represented in meaningful ways for young children. Students will also explore the physical, temporal, socio-emotional and intellectual components of the learning environment and how they are instrumental in curriculum implementation in early education.

Course Learning Outcome 1

On completion of this unit students should be able to:

Build an evidence informed personal early childhood philosophy.

- 1.1 Develops a coherent personal philosophy grounded in contemporary theories, models of pedagogy, and evidence based research.
- 1.2 Applies the articulated philosophy to justify professional and ethical decisions in early childhood practice.

Course Learning Outcome 4

On completion of this unit students should be able to:

Design effective and inclusive curriculum for all young children.

- 4.1 Designs inclusive, developmentally responsive curriculum using specialised knowledge of early childhood development, pedagogy, and learning frameworks.
- 4.2 Implements differentiated, play based approaches that respond to developmental and cultural diversity across curriculum areas.

Unit Content

1. Characteristics of early childhood curriculum, play-based pedagogy and effective learning environments.
2. Theories of learning and development, and their implications for early childhood pedagogy and learning environments.
3. Early childhood pedagogical principles and practices that promote positive dispositions and lifelong learning.
4. Pedagogical approaches and learning experiences that engage children across key curriculum areas, with a focus on integrated and inquiry-based learning.
5. Ethical approaches to promoting child wellbeing, holistic development, health, and safety.
6. Early childhood mandated curriculum frameworks.

Capabilities Developed

- Academic Literacy
- Career Development Learning
- Creative Thinking
- Collaboration
- Learning Autonomy

Assessments

GS2 GRADING SCHEMA 2 Used for Undifferentiated Pass/Fail units inc. practical units or work-integrated learning

Due to the professional competency skill development associated with this Unit, student attendance/participation within listed in-class activities and/or online activities including discussion boards is compulsory. Students failing to meet participation standards as outlined in the unit information may be awarded an I Grade (Fail - incomplete). Students who are unable to meet this requirement for medical or other reasons must seek the approval of the unit coordinator.

Mandatory Learning Activities

Type	Description
Submission	Philosophical statement on current professional and ethical teaching practice, including reflection on philosophical change.
Performance	Play pedagogies presentation.
Submission	Early childhood learning environment plan.

ECE6240: Child Development for the Early Years

Note: The professional experience requires the student to attend the professional experience on a full-time basis (8 hours per day) and meet specific attendance requirements. There is limited scope for ECU to negotiate any deviations from these requirements.

This unit examines the construction of childhood in society. It draws upon multiple disciplines and perspectives to understand a child's conceptual development holistically. While this unit has a neurological basis, the developmental domains of social-emotional, language, cognitive and physical are studied so that the most effective pedagogical decisions can be made for young children. Students will review and employ the unit content and mandated regulatory documents e.g. the National Quality Standard and the Early Years Learning Framework V2.0 (2022) whilst on a birth to three professional placement to demonstrate pedagogy that is responsive, collaborative and inclusive. Students will actively communicate and collaborate with families and colleagues to plan and implement high quality care and educational opportunities. Designated unit: This professional experience unit is deemed to be a fundamental course requirement and may only be attempted once unless otherwise determined by the Progression Panel. Failure to pass these units may result in exclusion from the course.

Course Learning Outcome 2

On completion of this unit students should be able to:

Critically reflect using standards, mentor feedback, and the ECA Code of Ethics.

- 2.1 Evaluates practice through critical reflection informed by mentor feedback, accredited standards, the United Nations Rights of the Child and the ECA Code of Ethics.
- 2.2 Demonstrates accountability by adjusting practice in response to reflective insights to support ongoing professional learning.

Course Learning Outcome 3

On completion of this unit students should be able to:

Comply with ethical, legislative, regulatory, and policy requirements.

- 3.1 Accurately applies ethical, legal, regulatory, and policy requirements when planning, implementing, and reviewing programs.
- 3.2 Uses the National Quality Standards and EYLF2.0 Principles and Practices to evaluate and strengthen program quality, leadership, and advocacy.

Unit Content

1. Children's neurological, social-emotional, language, cognitive and physical development.
2. Constructions of childhood, theories and perspectives of growth and development and the conditions that influence them.
3. Early childhood education practices that promotes positive growth, wellbeing, safety, development and learning.
4. Evidenced based plans, observations and inclusive early interventions.
5. Practices that promote cultural responsiveness, diversity, Aboriginal and Torres Strait Islander perspectives, collaboration and engagement with families.
6. Applying the National Quality Standard and the Early Years Learning Framework V2.0.

Capabilities Developed

- Creative Thinking
- Problem-solving
- Information Literacy
- Communication

Assessments

GS2 GRADING SCHEMA 2 Used for Undifferentiated Pass/Fail units inc. practical units or work-integrated learning

Due to the professional competency skill development associated with this Unit, student attendance/participation within listed in-class activities and/or online activities including discussion boards is compulsory. Students failing to meet participation standards as outlined in the unit information may be awarded an I Grade (Fail - incomplete). Students who are unable to meet this requirement for medical or other reasons must seek the approval of the unit coordinator.

Mandatory Learning Activities

Type	Description
Submission	Compile and evaluate contextual data (AEDC, QIP, Centre Philosophy and observations of children) as the basis for planning.
Submission	Case study analysis.
Performance	Professional Experience: 15 days in a Birth-35 months setting – Planning, implementing and reviewing.

ECE6260: Child Development for the Early Years

Note: The professional experience requires the student to attend the professional experience on a full-time basis (8 hours per day) and meet specific attendance requirements. There is limited scope for ECU to negotiate any deviations from these requirements.

This unit explores the specialised knowledge and skills related to effective teaching and learning of young children and the effective planning, implementation and the assessment of inclusive and socially just curriculum. The students will revisit the historical and comparative perspectives of early childhood education and link these theoretical frames to the practice of educating young children. The unit will also explore the essential skills to plan and implement effective learning programs that utilise contemporary, play-based pedagogies. This unit will include professional experience days as applicable to the course registration requirements. Designated Unit: This professional experience unit is deemed to be a fundamental course requirement and may only be attempted once unless otherwise determined by the Progression Panel. Failure to pass this unit may result in exclusion from the course.

Course Learning Outcome 2

On completion of this unit students should be able to:

Critically reflect using standards, mentor feedback, and the ECA Code of Ethics.

- 2.1 Evaluates practice through critical reflection informed by mentor feedback, accredited standards, the United Nations Rights of the Child and the ECA Code of Ethics.
- 2.2 Demonstrates accountability by adjusting practice in response to reflective insights to support ongoing professional learning.

Course Learning Outcome 5

On completion of this unit students should be able to:

Develop ethical and culturally responsive communication and technology practices

- 5.1 Engages in ethical, culturally responsive communication with children, families, colleagues, and community stakeholders.
- 5.2 Selects and uses appropriate technologies to build sustainable, collaborative partnerships that support school transitions and inclusive participation.

Unit Content

1. Theory, policy and research on diversity and inclusivity underpinning effective early childhood pedagogy.
2. Effective practice for creating inclusive early childhood environments that invite full participation of all children.
3. Characteristics of children with complex needs e.g., Autism, Attention Deficit Hyperactivity Disorder (ADHD), Trauma-affected children, Difficult Behaviours.
4. Effective strategies for working in partnership with families and communities considering diversity and difference.
5. Planning, implementing, and assessing early childhood programs for children 3-8 years through an ethical lens of learning context and inclusion.

Assessments

GS2 GRADING SCHEMA 2 Used for Undifferentiated Pass/Fail units inc. practical units or work-integrated learning

Due to the professional competency skill development associated with this Unit, student attendance/ participation within listed in-class activities and/or online activities including discussion boards is compulsory. Students failing to meet participation standards as outlined in the unit information may be awarded an I Grade (Fail - incomplete). Students who are unable to meet this requirement for medical or other reasons must seek the approval of the unit coordinator.

Mandatory Learning Activities

Type	Description
Submission	Planning for developmental and cultural diversity
Submission	Planning and professional communications
Performance	Professional Experience 15 days 3-5 years setting and 30 days 5-8 years setting.

Course Learning Outcome 4

On completion of this unit students should be able to:

Design effective and inclusive curriculum for all young children.

- 4.1 Designs inclusive, developmentally responsive curriculum using specialised knowledge of early childhood development, pedagogy, and learning frameworks.
- 4.2 Implements differentiated, play based approaches that respond to developmental and cultural diversity across curriculum areas.

Capabilities Developed

- Career Development Learning
- Collaboration
- Learning Autonomy
- Creative Thinking
- Communication
- Cultural Respect

ECE6250: Advocating and Leading in Early Childhood

Co-Requisite Rule: For course S74, students are required to complete ECE6230, ECE6240 and ECE6260 concurrently or prior to completing the assessment unit ECE6250

This unit will critique historical, international and comparative perspectives in early childhood education and investigate issues that impact on policy development and implementation. Students will critically analyse international trends in early childhood education and curriculum approaches relating to early childhood education. The development of the early childhood educator's professional identity will be explored and the ethical responsibilities of early childhood educators scrutinised. Students will critically examine the knowledge and skills needed for leadership, working in teams and the administration of early childhood programs. Advocating for quality early childhood programs, this unit will assist students to explore the many facets of work of the early childhood educator as a pedagogical leader in early childhood education.

Course Learning Outcome 1

On completion of this unit students should be able to:

Build an evidence informed personal early childhood philosophy.

- 1.1 Develops a coherent personal philosophy grounded in contemporary theories, models of pedagogy, and evidence based research.
- 1.2 Applies the articulated philosophy to justify professional and ethical decisions in early childhood practice.

Course Learning Outcome 5

On completion of this unit students should be able to:

Develop ethical and culturally responsive communication and technology practices.

- 5.1 Engages in ethical, culturally responsive communication with children, families, colleagues, and community stakeholders.
- 5.2 Selects and uses appropriate technologies to build sustainable, collaborative partnerships that support school transitions and inclusive participation.

Course Learning Outcome 3

On completion of this unit students should be able to:

Comply with ethical, legislative, regulatory, and policy requirements.

- 3.1 Accurately applies ethical, legal, regulatory, and policy requirements when planning, implementing, and reviewing programs.
- 3.2 Uses the National Quality Standards and EYLF2.0 Principles and Practices to evaluate and strengthen program quality, leadership, and advocacy.

Capabilities Developed

- Cultural Respect
- Career Development Learning
- Global Orientation
- Critical Thinking
- Information Literacy
- AI Literacy

Unit Content

1. Contemporary, historical and comparative perspectives in early childhood education and the Australian early childhood policy agenda.
2. Early childhood educator's professional identity and the ethical and legal responsibilities of early childhood educators.
3. Compliance and quality improvement processes in alignment with the National Quality Standard; the EYLFV 2.0; the Australian Curriculum; the United Nations Convention on the Rights of the Child, the ECA Code of Ethics, including mandatory reporting and duty of care.
4. Working, leading and administering programs with teams in early.
5. Sustainable, culturally responsive practices for effective transitions during early childhood.
6. The role of educators as advocates in response to contemporary issues.

Assessments

GS1 GRADING SCHEMA 1 Used for standard coursework units

Due to the professional competency skill development associated with this Unit, student attendance/participation within listed in-class activities and/or online activities including discussion boards is compulsory. Students failing to meet participation standards as outlined in the unit information may be awarded an I Grade (Fail - incomplete). Students who are unable to meet this requirement for medical or other reasons must seek the approval of the unit coordinator.

Type	Description	Value
Portfolio-Based Task	Early Childhood Philosophy	100% Mandatory to Pass

At the completion of all four units, an Assessment Panel reviews assessments, evidence and unit results, provides individualised feedback, and confirms achievement for the stage. An Assessment Panel is a committee of the teaching staff from a course stage, who will review students assessments, provide individualised feedback, and determine whether a student has met the outcomes for that particular course stage. The panel will review student assessments, evidence and unit results to determine the student mark/ whether a student has passed.

Frequently Asked Questions



What is the Leap program?

The Leap program refers to a postgraduate qualification for DoE sponsored teachers typically consisting of a Graduate Certificate. A graduate certificate is made up of four tertiary academic units (AQF level 8).

Can I enrol in this program even if I don't work for the Department of Education?

The short answer is yes! This will depend upon the availability of places as Department of Education teachers are given priority. Please contact the DoE WA directly to make enquiries regarding potential sponsorship via leap@education.wa.edu.au.

This course follows a trimester teaching pattern to accommodate In-Service Teachers; to commence the application process, please email leap@ecu.edu.au.

How do I get started?

This course begins with a compulsory online Orientation module, designed to help you confidently navigate the course structure before classes commence.

The Orientation module will open in the final week of December and should be completed by the end of Week 0 (Friday, 8 January 2027). It is expected to take approximately 5 to 10 hours to complete.

The module includes:

- A Professional Experience Hub
- An introduction to key early childhood frameworks and documents, including the National Quality Framework (NQF), National Quality Standard (NQS) and Early Years Learning Framework (EYLF V2.0)
- An academic support module to assist your transition into postgraduate study

Completing the Orientation module before the start of teaching will ensure you are well prepared for the course and its requirements.

Can I complete this course online?

The Graduate Certificate (Early Childhood Studies) is delivered online across Trimesters 1 & 2, with the exception of the Professional Experience placements.

Tell me more about the four academic units

The course is made up of four academic content units and professional experience placements. These academic units are at AQF level 8 i.e. post-graduate level. The units are delivered entirely online. In each unit, there will be three synchronous collaborative meetings that you are expected to attend; these are timed for after-school hours to accommodate working professionals. The course content has been streamlined so you will study only one unit at a time.

What is my time commitment to this course?

Please expect to commit 10 -15 hours per week to complete your readings, online tasks, contributions to the online learning community and preparation of assessment tasks.

What costs are covered by the Leap program?

DoE supports teachers to participate in the Leap program by paying for course fees and essential course materials. DoE determines who is Leap sponsored, typically DoE sponsors teachers for one attempt at each unit within the nominated Leap course at ECU. Permanent and fixed term DoE teachers are also supported with travel and accommodation where required. Please note that DoE does not cover ECU's Student Services and Amenities Fee (SSAF).

What is the Student Services and Amenities Fees (SSAF)?

Whilst DoE cover most costs relating to the Leap program you are personally liable for the 'SSAF' fee. This fee is payable each Trimester. Your Statement of Account (invoice) is available by logging into SIMO ([see page 14](#)).

Census & Academic Penalty Dates

Please take careful note of the Census and Academic Penalty Dates for each teaching period. If withdrawal occurs after these dates, you may be personally liable for payment of the unit and an academic penalty may be applied to your student record.

Am I paid to complete a Leap course?

DoE teachers are not paid to undertake sponsored Leap postgraduate courses. Fixed term and permanent DoE teachers continue to be paid by their school as per their normal contract conditions.

How do I use my relief days?

Relief days are sent to your school for the time you need to be out of the classroom for study, course work, revision sessions and exams for your Leap course.

Each DoE teacher may have a different amount of relief based on the course and your work fraction, so please **check this with DoE** when you first commence the Leap@ECU sponsored program. When using relief days, line manager approval is always required. Whilst some relief days are fixed for exams and revision sessions, study days are flexible. Please negotiate with your school to minimise disruption wherever possible. Please also discuss with your line manager that you are completing your study at ECU. You do not need to submit leave on the Human Resources Management Information System (HRMIS) as you do not use any of your leave credits.

What are the professional experience requirements for this course?

This Graduate certificate requires you to complete two professional experience placements across three different settings:

- Birth to three-year-olds setting in an early learning setting (15 days)
- Three- to five-year-olds in a preschool setting, which can be a kindergarten on a school site (15 days)
- Five to eight-year-old in an early childhood (K-2) school setting (30 days)

Can I complete the professional experience placements in my own workplace?

Yes, this is possible with the agreement of the Centre Director and/or the school Principal.

Can I arrange my own Professional Experience placement?

No. Due to ACECQA requirements all placements must follow the approved process and be coordinated through the School of Education's Professional Experience team.

This ensures each placement meets both ACECQA and ECU course requirements. Please do not contact schools or early learning centres directly to arrange a placement.

Can I decide when to complete my professional experiences?

No. The Professional Experience (PEX) has been carefully planned to accommodate working professional educators. Placements in early learning centres are timed to coincide with school holidays so you will do 5 observation days in January and 10 days in the Term 2 holidays. School-based placements are timed during Terms two and three, and in some instances can be completed in your own classroom setting.

Can I get formal recognition for my previous teaching experience for any of these professional experiences i.e. recognition of prior learning (RPL)?

If you are a qualified Primary Educator, it is possible to receive RPL for the five-to-eight-year-old setting (PP to Yr2) if you have worked in an early childhood classroom for a number of years.

For the Birth to 3 and Kindy (three-to-five-year-old) setting NO RPL can be granted due to ACECQA requirements.

N.B. RPL will be granted by the Course Coordinator, Dr Trish Collins, upon acceptance into the course.

Where do I get an ECU student ID card?

You can get your student ID card from any of our eLab counters on campus, where your photo will be taken, and your card will be produced while you wait. If you are off campus you need to complete the application for a student ID card and submit it with a passport size photo of yourself as directed on the form.

How do I apply for an assignment extension?

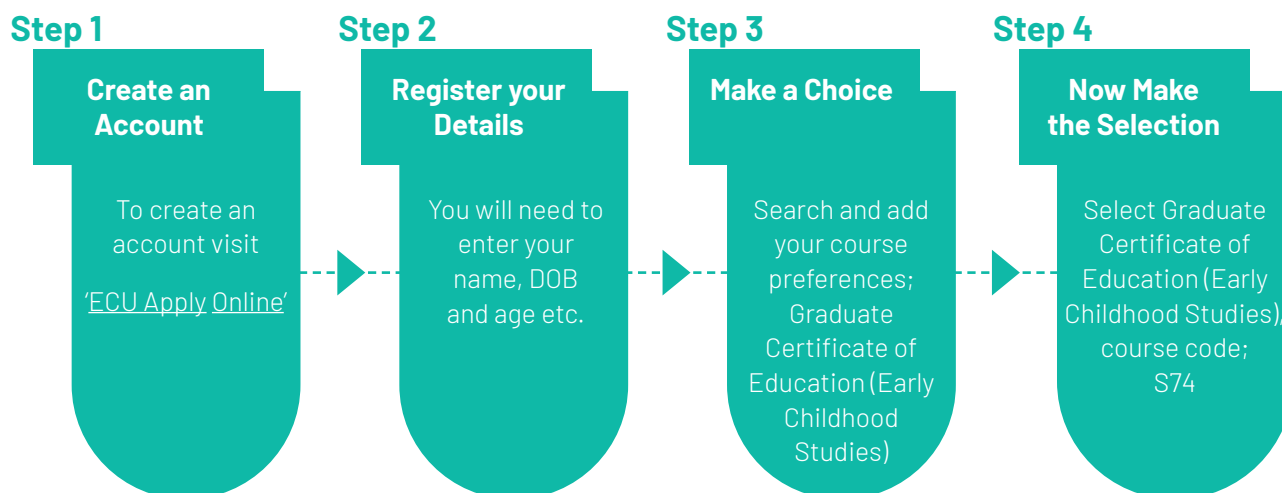
There may be instances that are unexpected and out of your control that may adversely impact on your ability to submit an assessment item by the due date. For details on how to apply for an extension please visit: <https://askus2.ecu.edu.au/s/article/000001386>

What happens if I fail one or more units in my Graduate Certificate course?

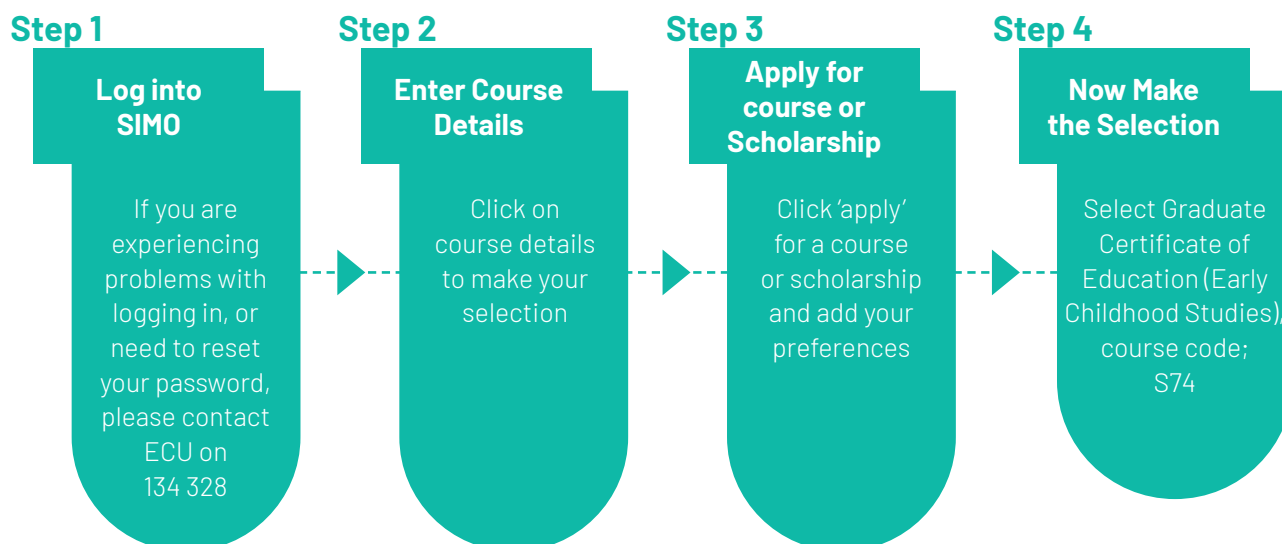
There is no guarantee that DoE can support you to re-attempt a unit if you fail. This will require a discussion with your **DoE Leap Coordinator** about what occurred and what sort of plan can be put in place to support successful completion of the course at ECU. There may also be other factors that need to be considered. Please also refer to the Academic Progression webpage: <https://intranet.ecu.edu.au/student/my-studies/academic-progression>

Applying to a Leap Sponsored Course

If you **have not** studied at ECU before:



If you **are returning** to study at ECU:



Please use this link to start your application

<https://apply.ecu.edu.au/connect/apwebconnect>

What's Next?

1 Admissions Team



Your application is assessed by the ECU Admissions team, after all documents have been supplied. Typically this process will take 5-10 business days.

2 Outcome



ECU Admissions will send you the outcome of your application. Please ensure to check your emails regularly for updates.

3 Enrolment



You do not need to accept your offer as this will have been accepted on your behalf, nor do you need to enrol into any Leap sponsored units. This will be done for you throughout your DoE sponsorship. Your personal profile and enrolment details can be accessed using the Student Information Management Office (SIMO) platform. The Learning Management System (CANVAS) is where you will find your Unit Materials.

4 Activate Account



Activate your account, set up your student email account and password to access ECU systems and get important updates.

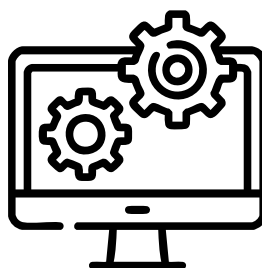
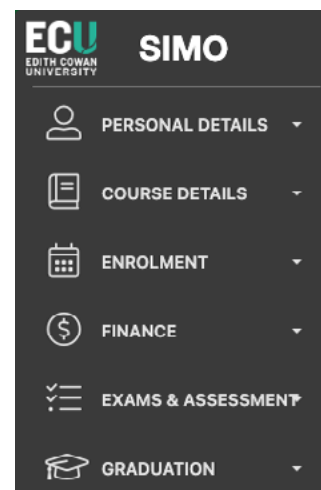
Student Information Management Online (SIMO)

The SIMO platform allows you to keep track of your enrolment (courses and units) and your personal profile.

Haven't used SIMO before?

Check out this helpful guide!

https://intranet.ecu.edu.au/_data/assets/pdf_file/0010/750583/simo_how_to_guide.pdf



Tips Once you have Enrolled

Regularly check your ECU email

Any updates regarding your unit content and enrolment will typically come through your student email.

Log in and check Canvas

Canvas is an online environment that supports learning by providing a suite of tools to enhance and extend the learning experience for our students, as well as providing some efficiencies for our teaching staff. Canvas contains unit outline documents and study information for units in which you are currently enrolled.

The information varies from one unit to another, but generally all Canvas course sites will provide you with:

- Lecturers contact details;
- Important announcements;
- Unit outline;
- Lecture notes; and
- Assignment submission areas.

If you are studying an online unit, Canvas provides all the learning materials needed, including completing tasks, quizzes and assignments using for example, the discussion board and ePortfolios.

Get familiar with the Schedule of Work

The Schedule of Work is a document that outlines all the requirements and expectations of the unit including key contacts, key assignment dates and unit content. You will be able to access your Schedule of Work on Canvas one week prior to the commencement of the unit.

Resources	Description	Where to Find it
LEAP@ECU Webpage	A useful webpage with current Leap program information	https://www.ecu.edu.au/schools/education/courses/leap@ecu
ECU AskUS FAQ	A great point of reference for your student related questions	https://askus2.ecu.edu.au/s/
Leap Delivery Schedule	When are each of the Leap units taking place?	Page 4 in this handbook and also on the Leap@ECU webpage
Student Information Management Online (SIMO) Guide	An in-depth guide to the SIMO system	https://intranet.ecu.edu.au/_data/assets/pdf_file/0010/750583/simo_how_to_guide.pdf

Intermitting or Withdrawing from a Leap Sponsored Course or Unit

Should you need to withdraw from a unit or discontinue/intermit from a Leap sponsored course there are a few things you need to do first.

Firstly, please contact the **DoE Leap team** and discuss your situation and circumstances. Please then advise your unit Lecturer of your situation. DoE will then liaise with ECU to work on the best solution based on your circumstance.

Need to withdraw after census?

If the census date has passed ([see page 4](#)) you may still withdraw from a unit, please be aware that:

- If you withdraw after the census date, you may be liable for the full costs of your tuition fees
- If you withdraw after the Academic Penalty Date and up until midnight prior to the beginning of exam period, the unit will appear on your academic record with a WF (withdraw fail) grade. After this time, your academic record will show a fail.

To be considered to have the financial liability or an unsuccessful grade removed due to unforeseen special circumstances it is possible to make an application to **withdraw without penalty**.

Withdrawal without penalty - eligibility to apply

You can apply online for withdrawal without penalty if you satisfy the two requirements below:

1. You have not successfully completed a unit/s; and
2. You apply within the application period, either within 12 months from the date of withdrawal, or if you have received a result for the unit, within 12 months from the end of the study period.

Special circumstances

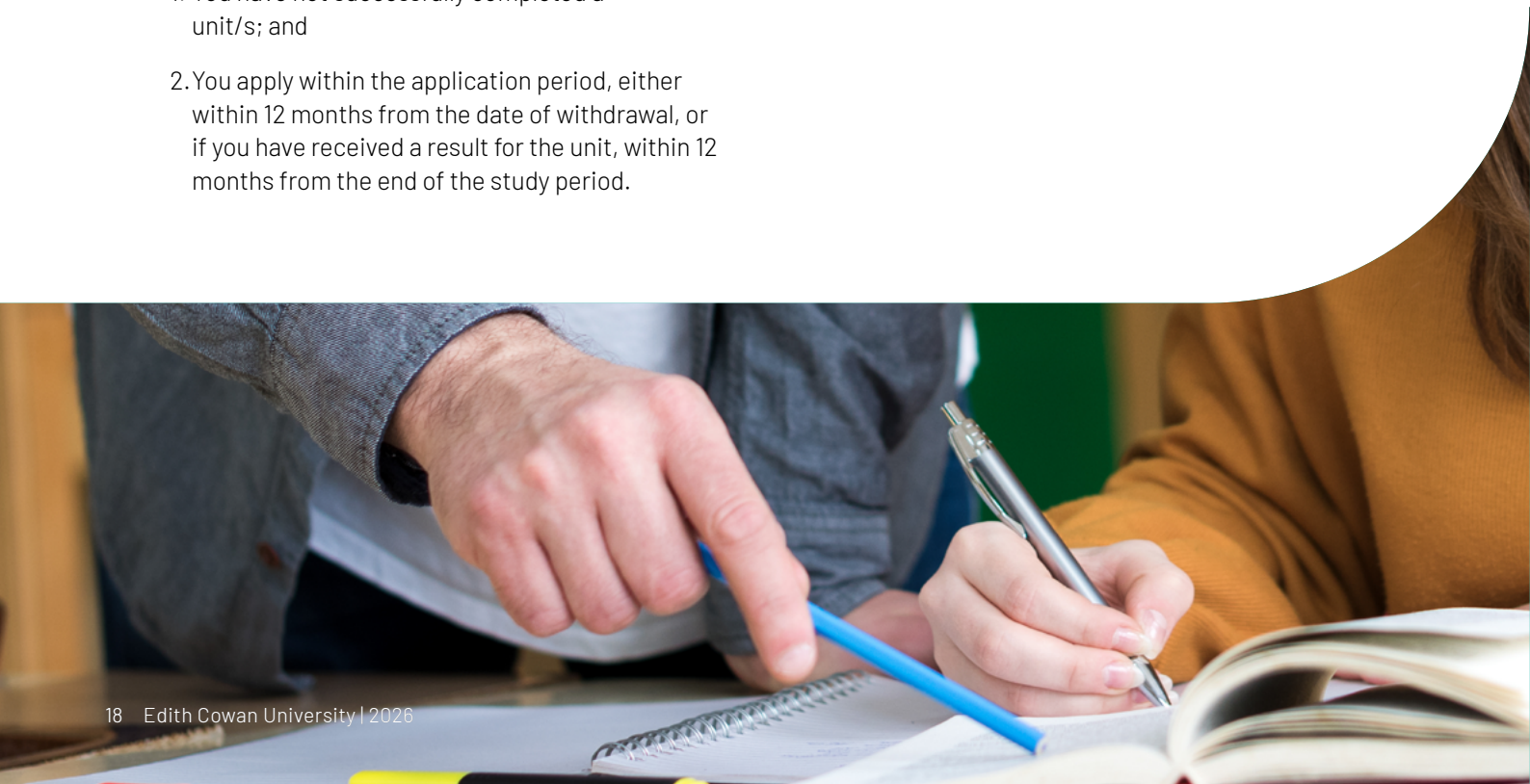
To be eligible for withdrawal without penalty, in your application you must be able to demonstrate that you have been impacted by special circumstances that meet the three required conditions below:

- The circumstances were beyond your control;
- The circumstances made their full impact on you after the applicable penalty date; and
- The circumstances have made it impracticable for you to complete the requirements for your unit(s) of study.

Supporting documentation

The documentation you submit to support your application must be from an independent relevant authority (for example, a doctor, psychologist or employer etc). A supporting letter from your family or friends is not considered independent. The documentation is required to be in an official format (for example, a medical certificate or company letterhead displaying ABN, authors contact details, position and the date the document was produced.).

If you are applying on medical grounds we recommend you provide a completed Medical/Health Professional Assessment form to assist with the assessment of your circumstances, please note however this is not a requirement.



General Course Information

Attendance, Participation and Important Information

Your attendance at Professional Experience and participation in online learning tasks, discussion boards and synchronous meetings are essential to the successful completion of a unit.

If you do not meet expectations for attendance and participation, you may be required to meet with the unit and/or course coordinator; and if determined by the course coordinator you may be required to meet with the Associate Dean (Early Childhood Studies) for the purpose of discussing your enrolment and progression.

Recording of Lectures

You should be aware that recorded lectures may contain copyright material owned by ECU, the relevant lecturer and/or other third parties. If you wish to record lectures in this unit you must contact the lecturer to obtain the express written consent, and comply with any conditions, of the relevant lecturer or performers.

Where written consent is not obtained, you must not reproduce, communicate, modify, adapt, broadcast or distribute their recording of this lecture and should be aware that such acts may constitute infringement of copyright and/or performer's rights.

You must not record any third party (including other students) or third party works (including music)

which may be comprised in, or incidental, to the learning experiences unless express permission to the contrary is provided by a person with the legal right to do so.

Neither ECU nor any of the lecturers in these courses provide any warranties or representations in relation to the ownership or non-infringement of any intellectual property.

Important Assignment Information

ECU's School of Education students are required to use the APA 7th referencing style. Referencing guides and online resources are available to help you reference your academic work. ECU subscribes to APA Style CENTRAL, a digital library of APA Style quick guides and video tutorials. All these resources can be accessed through the Library website.

Assignments are uploaded to a platform called 'Turnitin'. This checks for plagiarism. It is the responsibility of each student to keep an electronic copy of their assignment and as proof of submission, their Turnitin receipt.

It is the endeavour of all unit coordinators to return assignments to students within a two week timeframe from the due date. However, the assessment and moderation process in units where there is more than one tutor may require an extension of this time. Unit coordinators will advise students when this is the case.



Academic Misconduct

You must comply with ECU's Academic Misconduct Rules. The Misconduct Rules consider any form of plagiarism, unauthorised collaboration, cheating in assessment tasks, theft of another student's work, any other dishonest or unfair conduct relating to academic work to be Academic Misconduct.

Plagiarism means knowingly or unknowingly presenting as one's own work the ideas or writings of another without appropriate acknowledgment or referencing. A student engaging the services of another individual to complete an assessment task on their behalf is both plagiarising and cheating. ECU takes all incidents of Academic Misconduct seriously and if, following an investigation, it is established that a student's conduct amounts to Academic Misconduct then ECU may impose penalties upon the student under the Misconduct Rules.

Library Services

Opening Hours

- During semester, our Campus Libraries are open seven days a week, except for public holidays observed by ECU.
- After 5:00pm some inquiries and fines issues may need to be followed up the next day.
- Staff and students have full access to the online collections when the Library is closed.

- After hours 24/7 swipe card access is available to levels 1 and 2 at Joondalup Campus Library.
- Access to levels 3 and 4 is unavailable outside service hours

Opening Hours

Email: library@ecu.edu.au

Website: [Library Services](#)

Telephone: (61 8) 6304 5525

Twitter: [@ECU_Library](#)

Access and Inclusion

ECU's Access and Inclusion supports students whose studies may be affected by a range of circumstances including a medical condition or disability, either their own or that of a family member that they care for, cultural or religious practices and other situations on a case by case basis.

The Access and Inclusion staff will work with you to identify reasonable adjustments and provide ongoing support through an individual Learning Access Plan (LAP). You can make an appointment to have an obligation-free, confidential chat with an Accessibility Advisor by contacting the service at inclusion@ecu.edu.au.



Student Facilities, Services and Support



Student Hub

Student Hub can assist you with any enquiries you may have and provides the following services:

- Course information and advice;
- Enrolment assistance, including assistance with prerequisite waivers, full unit activities and invalid enrolments;
- Assistance with resuming your studies following a deferral or discontinuation;
- Advice on time requirements for completion of courses;
- Identification of potential graduates; and
- Student support services.

If they can't service your specific enquiry, they can help refer you to the right place.

Study Assistance at ECU

The Academic Skills Centre (ASC) can help you effectively transition into university study and equip you with the necessary skills to become a successful student and lifelong learner. ACS staff can:

- **Assist** you with tackling assessment tasks (at Assignment Drop in Sessions);
- **Help** you to develop your English language (through English Language Workshops);

- **Deliver** academic skills training workshops in the areas of academic literacy, science, technology, engineering and mathematics (through Academic Skills Workshops); and
- **Collaborate** with your lecturer to make tacit assignment instructions accessible to you (on your unit Canvas sites).

Resources and Services for Success

ECU has a range of services and resources available to help you move forward with confidence throughout your course. At ECU, the health, wellbeing and overall success of all our students is our highest priority. The University provides free services (outlined on [page 21](#)) to support you throughout your studies. These services are available for all ECU students, on all campuses.

Student Hub Location

Campus	Room
Joondalup	Building 34

Email: enquiries@ecu.edu.au | studenthub@ecu.edu.au

Phone: Australia 134 328 | International (61 8) 6304 0000

For all general enquiries, contact the Centre for Learning and Teaching

Joondalup Campus
Building 34, Level 5.

Phone: (61 8) 6304 2554
Email: clt@ecu.edu.au



Academic Support

Get advice and assistance to maximise your chance of academic success. You can attend an assignment drop-in session, book a consultation with a Learning Adviser, access online tutoring and assignment guidance via Studiosity, access Library guides for referencing, EndNote, learning with technology and more.

- [Academic Skills and Learning Advisers](#)
- [Studiosity](#)
- [Library Services and Guides](#)
- [Peer Skills Advisers](#)

Personal Support

Managing life while you study can sometimes be tricky. ECU student services are here to assist you with any challenges that might come your way. You can book in to speak to a Counsellor; make an appointment with Student Health Services for medical care or advice; seek support to manage studying with a permanent or temporary disability, injury or health condition (or if you are caring for a family member in that situation); get guidance on adjusting to life in Perth or create a plan to overcome any barriers to your education.

- [Counselling Service](#)
- [Access and Inclusion](#)
- [Student Health Service](#)
- [Student Success](#)
- [Student Success \(Kurongkurl Katitjin\)](#)

Access and Inclusion

Email: inclusion@ecu.edu.au

Telephone: (61 8) 6304 6706

Website: [Psychological Counselling Support](#)

Employability support

Whether you are uncertain about your course, looking for employment opportunities, need help with your résumé or want to maximise your employability – there are opportunities and services at ECU to help. You can access online resources on CareerHub, book an appointment with a Careers and Employability Advisor, sign up to volunteer through VolunteerHub or find out about studying part of your degree overseas.

- [CareerHub](#)
- [Careers and Employability Services](#)
- [Study overseas or with another institution](#)

Social Support

There's far more going on at ECU than just classes. Connecting with your peers and getting involved in activities on and off campus will expand your network, provide opportunities for you to gain study tips and advice from fellow students, and your physical and mental wellbeing. Join an ECU Guild Group or start your own, follow and engage with ECU's social media channels and attend events on campus.

- [Student Guild](#)
- [ECU Social Media](#)
- [Events and activities](#)

Technical Support

Don't let technology get in the way of study success! Get [discounted software and hardware](#), learn all the tips and tricks for using software and Canvas from the Peer Assistant team at the Library, or contact IT Services.

- [IT Services](#)
- [Library Peer Assistants](#)

A Guide to the Digital Learning Environment at ECU

Whether you are studying on campus or online, ECU is committed to providing you with access to quality learning and teaching experiences and support. The information below is to help ensure that you can participate confidently in the digital learning environment.

Learning Management System

Canvas is ECU's Learning Management System (LMS), which provides the main interface to the student digital learning environment for learning materials, assessments and interactive online learning activities.

It is important that you have reliable access to an Internet connection and a computer or appropriate mobile device (ideally with a microphone and camera). For online students, you can log into Canvas daily.

Browsers

Chrome and **Firefox** are the recommended browsers, please keep your browser up to date for the best experience. If one browser does not load or display as expected, please try another, or try clearing your browser's site data.

If you are having issues accessing Library resources, please see the Library's troubleshooting FAQ which may provide some answers. If the problem persists, you can contact the IT Service Desk for assistance.

Software

Once you are fully enrolled as an ECU student, you will have access to a variety of software to enable you to participate in online activities. A list of the technology available is on the ECU website under [Learning Technologies at ECU](#).

IT Support and Advice

There is a range of IT support available to you including the IT Service Desk, eLab staff and IT services pages.

Services include password resets, ECU network issues, support with personal devices and many other services that support your study at ECU.

To assist you as quick as possible, please have your Student ID on hand.

Phone: (61 8) 6304 6000

Email: itservicedesk@ecu.edu.au



Graduation Process

This page outlines some important information about the graduation process. A graduation ceremony is a formal event where your academic achievements are recognised and honoured, and you're presented with your formal testamur (certificate).

First Step

Congratulations on completing all four units in your Leap Graduate Certificate. The Graduate Certificate of Education (Early Childhood Studies) is made up of four tertiary academic units (AQF level 8).

Once your marks have been ratified by the Board of Examiners and have met the official requirements, your S74 Graduate Certificate of Education will be granted from ECU.

Third Step

It is compulsory for all graduates to wear academic regalia applicable to the degree they are being awarded at the ceremony.

<https://www.ecu.edu.au/graduations/your-guide-to-the-graduation-process/regalia-caps-and-gowns-for-graduation-day>

Fifth Step

Venue: Perth Convention and Exhibition Centre

21 Mounts Bay Road, Perth.

Perth graduation ceremonies are held twice a year at the Perth Convention and Exhibition Centre (PCEC) in the Perth CBD. You can access the venue easily by foot, car or public transport.

Please note that you must arrive one hour before the ceremony is due to start for the graduate briefing at the Perth Convention and Exhibition Centre.

Second Step

You'll need to respond to your Invitation to Graduate on SIMO. Once you have logged in to SIMO, you will need to select Graduation from the menu and then click Ceremony Registration.

- **Accept** – this will confirm your attendance at the ceremony, ensuring you receive your formal academic testamur.
- **Defer** – you can defer your attendance by up to 12 months. You'll receive an invitation to the next round of graduation ceremonies and will need to register again via SIMO.
- **Decline** – you won't receive an invitation to graduate at any future ceremonies for your current award. You can choose to have your testamur posted to you, or you can collect it from Student Records.
- **Ignore** – if you don't accept, defer or decline your graduation invitation on SIMO, you won't be eligible for any future graduation ceremonies for your current award, and your testamur will not be produced. We don't recommend this!

To check the cut-off date for responding to your invitation, [visit our Important graduation dates web page](#).

Fourth Step

Your tickets will need to be collected prior to graduation day. Collection dates and times can be found here:

<https://www.ecu.edu.au/graduations/your-guide-to-the-graduation-process/tickets>

Sixth Step

To find more details about your ceremony date, visit Your Graduation Day web page.

<https://www.ecu.edu.au/graduations/your-guide-to-the-graduation-process/on-your-graduation-day>



Connect with Leap@ECU

Email: leap@ecu.edu.au

Website: <https://www.ecu.edu.au/schools/education/courses/leap@ecu>

Information contained in this handbook was correct at the time of printing and may be subject to change.

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