



ECHE210

Play-based Curriculum: Literacy and Numeracy

S1 Day 2016

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Course Convenor

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Lecturer

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Credit points

3

Prerequisites

24cp

Corequisites

Co-badged status

Unit description

This unit examines the role of play in supporting young children's literacy and numeracy development from birth to their transition into school. The unit builds students' capacity to recognise, evaluate and design environments and experiences that encourage play-based learning and enable children with diverse socio-cultural and linguistic backgrounds and abilities to develop the early literacy and numeracy competencies and dispositions essential for academic and social success at school and beyond.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the major theoretical developments in early literacy and numeracy

Critically examine the role of play and intentional teaching in the development of young children's literacy and numeracy skills

Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning

Plan literacy and numeracy learning experiences that consider children's prior knowledge, interests and experiences

Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years

Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	30%	On-going
<u>Assessment 2</u>	40%	Week 6
<u>Assessment 3</u>	30%	Week 13

Assessment 1

Due: **On-going**

Weighting: **30%**

Students post their responses to a question/provocation related to the weekly readings and lecture (150 words) and respond to other students' postings.

On successful completion you will be able to:

- Understand the major theoretical developments in early literacy and numeracy
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family and community settings

Assessment 2

Due: **Week 6**

Weighting: **40%**

Students plan and create three learning environments that support children's early literacy explorations and development. Each environment will be created for different age groups: 12-24 months; 2-3 year olds; and 3-5 year olds. The planning of these environments must be devised around a theme or topic.

For each environment students will provide a rationale for their selection of resources and layout of the environment. Students will provide an overview of the language and literacy skills to be explored, the relevance of the experiences for children's development within the context of the Early Years Learning Framework (EYLF) and the role of the educator in these situations. Students should refer to relevant research literature when outlining their rationale.

On successful completion you will be able to:

- Understand the major theoretical developments in early literacy and numeracy
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Assessment 3

Due: **Week 13**

Weighting: **30%**

Students design a series of 3 play-based learning experiences that integrate literacy and numeracy and incorporate different types of play for 3 out of 4 different scenarios provided to them. Each scenario focuses on a different age group (birth-12 months; 12-24 months; 2-3 years; 3-5 years) and socio-cultural and –economic early childcare and education setting.

Students will relate each experience to specific literacy and numeracy outcomes in the EYLF and provide a clear, research-based rationale for the selected literacy and numeracy focus of each experience.

On successful completion you will be able to:

- Understand the major theoretical developments in early literacy and numeracy
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- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
- Plan literacy and numeracy learning experiences that consider children's prior knowledge, interests and experiences
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Delivery and Resources

Delivery

Lecture: 10-11am Thursday in W6B 336

1 x 2 hour tutorial (see timetable for available classes)

Resources

There is no required textbook for this unit. Weekly readings will be posted on iLearn.

Unit Schedule

Week	Lecture Date		Lecture Topic
Week 1	Thu 3 rd March	Orientation	Literacy and Numeracy in the Early Years: An Early Childhood Perspective
Week 2	Thu 10 th March	Literacy Module	Theories of language and literacy development in early childhood
Week 3	Thu 17 th March		Language & Literacy development in the early years

Week 4	Thu 24 th March		Pedagogies for supporting early literacy development
Week 5	Thu 31 st March		Play and Literacy
Week 6	Thu 7 th April	Numeracy Module	Theories of learning and development in early numeracy
Weeks 7, 8, 9			Students of ECH222 on Practicum Experience
Week 10	Thu 19 th May		Numeracy not mathematics!
Week 11	Thu 26 th May		The role of play and the place of intentional teaching
Week 12	Thu 2 nd June	Numeracy & Literacy Connections Module	Play-based approaches to literacy and numeracy across the curriculum
Week 13	Thu 9 th June		Differentiating curriculum

Please note there are no lectures or tutorials in Weeks 7, 8 and 9 as most students will be on practicum.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment task

- Assessment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand the major theoretical developments in early literacy and numeracy
- Critically examine the role of play and intentional teaching in the development of young children's literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
- Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the major theoretical developments in early literacy and numeracy

- Critically examine the role of play and intentional teaching in the development of young children's literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
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Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Critically examine the role of play and intentional teaching in the development of young children's literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
- Plan literacy and numeracy learning experiences that consider children's prior knowledge, interests and experiences
- Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years
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family and community settings

Assessment tasks

- Assessment 2
- Assessment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
- Plan literacy and numeracy learning experiences that consider children's prior knowledge, interests and experiences
- Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years
- Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings