



ECHE210

Play-based Curriculum: Literacy and Numeracy

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit Coordinator

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X5B 261

Lecturer/ Tutor/ Marker

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Credit points

3

Prerequisites

24cp at 100 level or above including (ECH113 or ABEC120)

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

General Assessment Information

Department of Educational Studies (EC) Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
 - External Students: Participate in all on-campus sessions – punctuality is expected.
- Students are required to contribute to all tutorial tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to weekly lectures before attending tutorials
- All assessment tasks must be submitted

Extensions

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au>

Special Consideration Policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

The Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies Policy.

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic

may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.*

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment 1</u>	30%	No	Week 5
<u>Assessment 2</u>	40%	No	Week 8
<u>Assessment 3</u>	30%	No	Week 12

Assessment 1

Due: **Week 5**

Weighting: **30%**

Students outline their developing understanding of the relationship between literacy and numeracy with reference to lecture materials and readings.

Assessment Criteria

Developing understanding of literacy and numeracy

Inclusion of course readings

Adherence to APA referencing

On successful completion 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
- 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 2

Due: **Week 8**

Weighting: **40%**

Students plan and create two learning environments that support children's early literacy and numeracy explorations and development. Each environment will be created for different age groups: Birth to 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.

Assessment Criteria

Assignments will be marked on the following criteria:

1. Well-argued and supported rationale for inclusion of resources and creation of the learning environments.
2. Demonstrated understanding of pedagogies of play, modelling, communicating and questioning to facilitate the development of literacy and language.
3. Demonstrated understanding of literacy and language for children at various stages of development.
4. Presentation, writing and referencing

On successful completion 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
- 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 3

Due: **Week 12**

Weighting: **30%**

Students design 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 socio-economic early 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.

Marking Criteria

1. Well-argued and supported rationale for each planned experience, demonstrating sensitivity to children's diverse backgrounds and strengths
2. Demonstrated understanding of pedagogies of play and intentional teaching that support early literacy and numeracy development
3. Ability to integrate literacy and numeracy with each other and with other curriculum areas
4. Engagement with relevant research literature
5. Presentation, writing and referencing

On successful completion 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

Delivery and Resources

Delivery

Internal Tutorials: Wednesday 2pm X5B 045 and Wednesday 4pm X5B 045

On campus days: Saturday 24th March and Sunday 25th March X5B 041

Resources

There is no required textbook for this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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:

Learning outcome

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

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
- 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

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
- 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 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