ECH 433

Issues in Developmental Literacy

S2 Day 2018

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor
Dr Ruth French
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Contact via email or iLearn dialogue
29 Wally's Walk, Room 282
Consultation appointments can be arranged by email (pref.) or phone 9850 8048

Tutor (casual)
Rosemary Dunn
Contact via iLearn dialogue

Credit points
3

Prerequisites
39cp at 100 level or above including (ECH231 or ECH214)

Corequisites

Co-badged status
Offered with ECH433 external offerings (shared recorded lectures)

Unit description
This unit furthers students' knowledge of children's language and literacy development and the role of English across the curriculum in prior-to-school and primary school (K-6) settings. Taking a multiliteracies research-informed perspective, students have opportunities to analyse children's reading and writing processes; explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts; and examine literacy programming options in both prior-to-school and school-based settings. The unit emphasises the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners.

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:

Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy

Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy

Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts

Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

General Assessment Information
Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

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.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Assessment Presentation & Submission Guidelines

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
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

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.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the

date that the assessment has been returned to other students.

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentially and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, or of the adults or children.

Assessment Tasks

Name	Weighting	Hurdle	Due
Position Paper	60%	No	Pt A 26/8/18; Pt B 7/10/18
Literacy profile	40%	No	11/11/18 + presentation

Position Paper

Due: **Pt A 26/8/18; Pt B 7/10/18**
Weighting: **60%**

Students explore current issues in early childhood literacy education and develop an annotated bibliography and a position paper.

Part A discussions are in Week 4 in class time for internal students and during the on-campus days for external students.

Assignments are due for submission via Turnitin by **11:55pm**.

Topics and further details will be provided on iLearn.

On successful completion you will be able to:
- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Literacy profile

Due: **11/11/18 + presentation**
Weighting: **40%**

Students will construct a literacy profile of one learner, identify a focus area for literacy support, plan and implement a literacy program. Strategies, formative and summative evaluations will be presented to peers and submitted for assessment.

Please note: This unit uses in-class presentations as part of assessment. **Any students unable to attend their tutorial in Week 13 or the OC Days for any reason should consider withdrawing from the unit as this is the only opportunity for students to complete the presentation components of their second assessment task.**

Presentations to be made either **during the on-campus days for external students** or **in tutorial class time in Week 13 for internally enrolled students**. (Presentations for external students will be of 'work in progress'; internal students will present completed work.)

Project report must be submitted using Turnitin by **November 11, 11:55pm**.

Detailed assignment guidelines will be available on iLearn.

On successful completion you will be able to:
- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy

- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
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Delivery and Resources

Delivery

The unit is taught through lectures and large group tutorials. Scenario-based planning, assessment tasks and workshop sessions are included in tutorials. Assignments enable the development of the ability to position oneself in current research-informed literacy debates as well as to teach effectively within diverse contexts. Research-literature searches are required to meet assignment criteria. External students must listen to **recorded lectures** and contribute to **on-line discussions or activities** as well as participating in the on-campus sessions.

Student workload and requirements

Before commencing ECH433, please read this unit guide very carefully and ensure that you can meet all requirements, including workload requirements, attendance expectations, and assessment requirements. Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying ECH433. Study includes attending or listening to lectures, attending tutorials, completing set readings and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in ECH433.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

* * * * IMPORTANT NOTE * * * *

Since attendance at your relevant tutorial / OC days is expected, *students should only enrol in internal mode if they are able to attend all tutorials.* **Any student going on a delayed professional experience placement** which compromises tutorial attendance, e.g. because awaiting LANTITE results, **must enrol in external mode**.

Tutorials: internal students

- Attendance is expected.
- Tutorials commence in Week 1.
- Prior to each tutorial session, you should read the prescribed material, summarise the main points, and make a note of any key terms and definitions. Make sure you have attended or listened to the relevant lecture. Review this carefully.
- In some weeks, you are asked to bring an artefact, draft writing, or other relevant item to class. This is indicated in the detailed unit schedule on iLearn and/or by your tutor.
- Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. It will sometimes be useful if you can 'bring your own device' to tutorials.

On-campus sessions: External students (Sep. 17 and 18)

- Attendance at the on-campus sessions is expected and this includes attending for the whole day on BOTH days.
- Prior to the on-campus sessions, you should have read the prescribed readings for at least Weeks 1–4 and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Students are required to participate in small group activities, whole class discussion, to read the set readings in advance, and to complete brief tasks either as individuals or in pairs. It will be useful if you can 'bring your own device' to the OC days.

Technology

Student learning in this unit is supported by the unit's iLearn site.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

- Library databases: You are required to use various research databases to locate sources for your assignments (Task 1, especially).

Using Turnitin

- Turnitin is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. Assignment submissions links to Turnitin are embedded in iLearn. You must submit your work to Turnitin.

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you correctly to format citations in APA 6th. Basic information about APA 6th is available on the library's site: https://libguides.mq.edu.au/referencing/APA

Prescribed Texts:

There are **two textbooks** for the unit, one of which is available directly from the publisher as an ebook, and the other is available from the University Cooperative Bookshop. Both are **essential** for this unit and they will also be of ongoing use in professional practice. They are:

1. Flint, A. S., Kitson, L., Lowe, K., Shaw, K., Vicars, M., Feez, S. & Humphrey, S. (2017). *Literacy in Australia: Pedagogies for engagement* (2nd ed.)*. Milton, Queensland, Australia: John Wiley & Sons Australia, Ltd.

NOTE: Flint et al. (2017) is an e-book. Students who have paid for it will be able to use hyperlinks within iLearn to access relevant readings, as well as having their own independent access. **If you purchase an ongoing licence (highly recommended!)** you can also use the e-

book for years to come.

2. Hill, S. (2012). *Developing early literacy: Assessment and teaching.* (2nded). South Yarra, Australia: Eleanor Curtain Publishing.

There are also **two required curriculum documents**:

1. Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia.* Barton, ACT: Commonwealth of Australia. Available from: https://docs.education.gov.au/node/2632

2. NSW Board of Studies. (2012). *English K–10 syllabus.* Sydney: NSW Board of Studies. Retrieved from: http://syllabus.nesa.nsw.edu.au/english/english-k10/

Students should also download the **teaching resources** available at the following website (do this at the beginning of session):

Department of Education WA [Government of Western Australia] (2013). *First steps resources* (3rd edition). East Perth, Australia: Author.

Available for free download from: http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018

Other required readings

Bearne, E., & Styles, M. (2010). Literature for children. In Wyse, D., Andrews, R., & Hoffman, J. (Eds.). *The Routledge international handbook of English, language and literacy teaching* (pp.22–32). Milton Park, England: Routledge. LIBRARY LINK (e-book - the reading is ch. 3)

Bull, G. and Anstey, M. (2005). *The literacy landscape*. Frenchs Forest, Australia: Pearson.

Disbray, S., & Wigglesworth, G. (2008). A longitudinal study of language acquisition in Australian Aboriginal children in three communities. In G. Robinson, U. Eickelkamp, J. Goodnow & I. Katz (Eds.), *Contexts of child development: Culture, policy and intervention* (pp. 167–182). Darwin, Australia: Charles Darwin University Press.

Flewitt, R. (2008). Multimodal literacies. In J. Marsh & E. Hallet (Eds.), *Desirable literacies: Approaches to language and literacy in the early years* (pp. 122–139*).* London, England: Sage. LIBRARY LINK (to e-book - go to chapter 7)

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies, and new learning pedagogy for Aboriginal students. In A. Healy (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. South Melbourne, Australia: Oxford University Press.

McRae, D. (1994). *Langwij comes to school: Promoting literacy among speakers of Aboriginal English and Australian Creoles*. Department of Employment, Education and Training: Canberra, Australia.

Partington, G., & Galloway, A. (2005). Effective practices in teaching indigenous students with conductive hearing loss. *Childhood Education*, *82*(2), 101–106.   LIBRARY LINK TO THE JOURNAL

Power, K. (2005). Changing perceptions of literacy: Local literacies in Indigenous and early childhood communities. *Journal of Australian Research in Early Childhood Education. 12* (1) 11–21.

Unit Schedule

Module 1: Establishing the frame for literacy learning

- Theoretical frames for multiple literacies

- Oral language, emergent literacy and play-based learning

Module 2: Literacy Pedagogies

- Scaffolding developing readers

- Scaffolding developing writers

- Supporting the literacy development of children experiencing learning difficulties

- Teaching spelling, grammar, and genre

- Multimodal literacy, children's literature and popular culture

- Record-keeping and assessment

Module 3: Socially just implementation

- Critical Literacy

- Literacy issues for Indigenous and EAL-D (English as an additional language or dialect) learners

- Issues in programming

A detailed and dated schedule with weekly readings and learning activities is provided on iLearn.

Internal tutorials will be held in Weeks 1–4 and Weeks 9–13.

The **on-campus days** for external students will be held on **September 17 and 18, from 9am to 4:30pm**. Punctuality is important.

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). 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 (https://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).

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.m

q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu
dents.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 outcomes

- Skills in exploring, designing, implementing and evaluating strategies for assessing and
  promoting children's literacy development through a range of literary and factual
  (multimodal) texts and for a range of children from different socio-cultural contexts and
  with different abilities

- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Assessment task

- Literacy profile

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
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- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

Assessment tasks

- Position Paper
- Literacy profile

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

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy

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Assessment tasks

- Position Paper
- Literacy profile

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

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy

- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy

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- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

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

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

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

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

Assessment tasks

- Position Paper
- Literacy profile

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 outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
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additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Department of Educational Studies Procedures and Information

Attendance for undergraduate units

All lectures and tutorials begin in **Week 1** of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential

for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to/attend weekly lectures before completing tasks and attending tutorials. *Note (2018): if you are in a Wednesday tutorial, especially the one immediately following the lecture, you will need to regard lecture attendance as compulsory so that you have time to learn from the lecture before your tutorial.*

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Accreditation information
Australian Professional Standards for Teachers

The framework of the Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference

point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do, as well as providing direction and structure to support the preparation and development of students.

For more information see: www.teacherstandards.aitsl.edu.au/

The *Australian Professional Standards for Teachers* addressed in ECH433 are:

- 1.1.1, 1.1.3, 1.1.4

- 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6

- 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.9, 3.1.10

- 6.1.5, 6.1.6, 6.1.7

- 7.1.1, 7.1.2, 7.1.3

ACECQA Standards

The *Australian Children's Education and Care Quality Authority standards* addressed in ECH433 are:

- 3.1, 3.2, 3.4

- 4.4

- 6.5