



EDST212

Language and Literacy Learning in Early Childhood

S2 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor/Lecturer/Tutor

Dr Emilia Djonov

emilia.djonov@mq.edu.au

Contact via iLearn

29 Wally's Walk (X5B), Room 276

Appointments via email

Tutor

Rosemary Dunn

rosemary.dunn@mq.edu.au

Tutor

Dr Catherine Martin

catherine.martin@mq.edu.au

Contact via iLearn

Tutor

Dr Lisa White

lisa.white@mq.edu.au

Contact via iLearn

Guest Lecturer

A/Prof. Sheila Degotardi

sheila.degotardi@mq.edu.au

Guest Lecturer

Elizabeth Arrabalde

elizabeth.arrabalde@mq.edu.au

Guest Lecturer

Aliza Salvador

aliza.salvador@mq.edu.au

Credit points

3

Prerequisites

ECH113

Corequisites

Co-badged status

Unit description

This unit builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

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:

Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.

Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.

Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions, assessment criteria and detailed assessment rubrics are provided via the **EDST212 ESSENTIALS document**, which will be available on the iLearn site from Day 1 of Session 2.

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 NOT 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.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.

- 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 re-assessment 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 cannot be re-marked 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.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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.

Academic Honesty Guidelines

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2017)** and on the **university's library website** at <https://libguides.mq.edu.au/referencing/APA>.

The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:

Perrin, R. (2017). *Pocket guide to APA style* (6th ed.). Boston, MA: Cengage Learning.

Units with Submissions of Family & Children's Records

Family and Children's Records at Department of Educational Studies (EC)

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, adheres to ethical practices and is 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 confidentiality 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, and of the adults or children.

Withdrawing from this UG Unit

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1. Shared Reading	20%	No	Week 5
Assignment 2. Major Task 1.	40%	No	8 October 2019
Assignment 3. Major Task 2.	40%	No	11 November 2019

Assignment 1. Shared Reading

Due: **Week 5**

Weighting: **20%**

Students select and share with peers a picture book for children aged birth to 5 and evaluate its potential to support language and literacy development.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.

Assignment 2. Major Task 1.

Due: **8 October 2019**

Weighting: **40%**

Students evaluate the potential of an early childhood setting to promote language and literacy learning in babies and toddlers.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

Assignment 3. Major Task 2.

Due: **11 November 2019**

Weighting: **40%**

Language and literacy profile and learning experience. Students develop a language and literacy profile of a child aged 3-5, and use it to plan, engage in and evaluate a literacy experience for that child, which incorporates children's literature and play.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Delivery and Resources

1. About this unit

This unit builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

Relation between assessment task and learning outcomes

Assessment Type	ACECQA curriculum specifications (for units in EC program)	Learning Outcomes and Graduate Teaching standards (for units in Primary/ Secondary program)	Program Learning Outcomes
Assignment 1 (20%). Shared Reading Presentation and Brief Report Students select and share with peers a picture book for children aged birth to 5 and evaluate its potential to support language and literacy development.	1.1, 1.2 2.1, 2.2, 2.4 3.4	1.2, 1.3 2.1, 2.2, 2.3, 2.5 3.3, 3.4, 3.5	BTeach 1, 2, 4, 5, 12
Assignment 2 (40%). Major Task 1: Evaluating a learning environment. Students evaluate the potential of an early childhood setting to promote language and literacy learning in babies and toddlers.	1.1, 1.2, 1.6 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.4, 3.5, 3.9 4.5 6.4, 6.5	1.2, 1.3 2.1, 2.2, 2.3, 2.4, 2.5 3.4, 3.7	BTeach 1, 2, 3, 4, 5, 6, 7, 8, 10, 12
Assignment 3 (40%). Major Task 2: Language and literacy profile and learning experience. Students develop a language and literacy profile of a child aged 3-5, and use it to plan, engage in and evaluate a literacy experience for that child, which incorporates children's literature and play	1.1, 1.2, 1.6 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.4, 3.5, 3.9 4.1, 4.3, 4.4, 4.5 6.4, 6.5	1.2, 1.3 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.7 5.1, 5.4	BTeach 1, 2, 3, 4, 5, 6, 8, 12

ACECQA Standards

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed in EDST212 are:

1. Psychology and child development

- 1.1 Learning, development and care
- 1.2. Language development
- 1.6. Diversity, difference and inclusivity

2. Teaching Pedagogies

- 2.1. Alternative pedagogies and curriculum approaches
- 2.2. Play-based pedagogies
- 2.4. Teaching methods and strategies
- 2.5. Children with diverse needs and backgrounds
- 2.6. Working with children who speak languages other than, or in addition to, English
- 2.7. Contemporary society and pedagogy

3. Education and curriculum studies

- 3.1. Early Years Learning Framework
- 3.4. Language and literacy
- 3.5. English as an additional language
- 3.9. Curriculum planning, programming and evaluation

4. Family and community contexts

- 4.1. Developing family and community partnerships
- 4.3. ATSI perspectives
- 4.4. Socially inclusive practice
- 4.5. Culture, diversity and inclusion

2. Student workload and requirements

Before commencing EDST 212, please read this document very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment submission 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 (including the two weeks of session recess) studying EDST 212 (i.e. approximately 135hr). 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 this unit as is participation in online discussions and the completion of study tasks posted on iLearn.

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.

The estimate provided in the following table is based on average student performance required to pass this unit. Students who are attempting to achieve high grades or who encounter problems in understanding the material and meeting unit requirements would need to spend more time on these tasks.

Activity	Time allocation
Reading ECHE 212 Unit Guide and ECHE 212 Essentials documents in week 1	1 hour
Internal students	~ 36 hours
<ul style="list-style-type: none"> attendance and participation in tutorials in teaching weeks contribution to online discussions 	
External students	
<ul style="list-style-type: none"> attendance and participation in compulsory on-campus session contribution to online discussions 	
Attending/Listening to lectures	
Weekly reading (including engagement with children's literature)	~ 36 hours (12 weeks x 3 hours)
Assignment 1	8 hours
Assignment 2	25 hours
Assignment 3	25 hours approx.
Miscellaneous study skills and activities (e.g. participating in online discussions, engaging with children's literature, library and iLearn training, improving academic writing skills, etc.)	4 hours approx.

TOTAL (for 15 weeks of semester)

135 hours
approx

3. Classes and attendance

Note: To give yourself the best chance of completing the unit successfully, please allow yourself minimum the amount of study time specified in the table above.

All students are expected to:

- Attend and/or watch and listen to all lectures (note that there are both live and pre-recorded lectures; see unit schedule for details)
- Be familiar with relevant lectures and complete the specified reading preparation before their Tutorials (internal) or On Campus Session (external)
- Actively contribute to tutorials and/or online and on-campus session discussions
- Complete and submit all assignments.

Attendance at all internal seminars or on campus days is expected of all students enrolled in EDST212. Attendance will be recorded. Activities completed during seminars (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 ACECQA and the AITSL Graduate Teacher Standards.

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.

Internal students

To successfully complete the unit, internal students are expected to:

- **Attend or watch and listen to the lecture/s each teaching week; live lectures will take place in 12 Second Way, Room 315.**
- Attend, prepare for and actively participate in **one 1.5 hr tutorial in EDST 212 each teaching week.** See Unit Schedule on iLearn for details.

External students

In order to complete this unit, external students are expected to:

- watch and listen to all the lectures in the unit
- actively contribute to discussions online and at the on-campus session
- attend a **two-day compulsory on-campus session (OCS)** on:

26 September 2019 (Thursday) 9-5pm

and

27 September 2019 (Friday) 9-5pm

Attendance at ALL on-campus sessions is compulsory. Punctuality is expected: please arrive on time in the correct tutorial room! If you foresee problems in attending all or part of the OCS, it is essential to let the Unit Convener know as soon as possible as non-attendance can lead to exclusion from the Unit.

Please do not enrol in external mode if you cannot attend all of these days.

The **timetable** for classes can be found on the University website at: <http://www.timetables.mq.edu.au>

General 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.
- Students are expected to complete online activities as required.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

4. Required texts

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of EDST212.

Required Textbook:

Ewing, Callow, & Rushton (2016). *Language & literacy development in early childhood*. Melbourne, Victoria, Australia: Cambridge University Press.

You can also purchase the book online from <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

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. Retrieved from: https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
2. NSW Board of Studies. (2012). *English K-10 Syllabus*. Sydney: NSW Board of Studies. Retrieved from: <https://syllabus.nesa.nsw.edu.au/english/english-k10/>

Recommended Readings:

Arthur, L., Ashton, J., & Beecher, B. (Eds.) (2014). *Diverse literacies in early childhood: A social justice approach*. Camberwell, Victoria: Australian Council for Educational Research (ACER)

Press.

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy (5th edition)*. Oxon, UK: Routledge.

Emmit, M., Zbaracki, M., Komesaroff, L., & Pollard, J. (2015). *Language and learning: An introduction for teaching (6th edition)*. Melbourne, Victoria, Australia: Oxford University Press.

Jalongo, M. R. (2014). *Early Childhood Language Arts (6th edition)*. Boston, MA: Pearson.

Larson, J., & Marsh, J. (Eds.). (2013). *The SAGE handbook of early childhood literacy. (2nd ed.)*. London: SAGE Publications Ltd.

McGee, L.M., & Richgels, D.J. (2014). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children (2nd Edition)*. New York: Guilford Press.

McLeod, S., & McCormack, J. (Eds) (2016). *Introduction to Speech, Language and Literacy*. Melbourne, Vic: Oxford University Press.

Morrow, L. M. (2014). *Literacy development in the early years: Helping children read and write (7th edition)*. Essex, UK: Pearson.

Schickedanz, J., & Collins, M. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Scull, J., & Raban, B. (Eds.) (2016). *Growing up literate: Australian literacy research for practice*. South Yarra, Victoria: Eleanor Curtain Publishing.

NOTE: There are also other required readings that will be available through the library's e-reserve collection and/or the unit's iLearn website. All required and recommended readings are listed in the EDST212 document on iLearn.

Unit Schedule

For a detailed unit schedule, including a list of required and recommended weekly readings, please see the EDST212 ESSENTIALS document provided on iLearn.

Module	Content
1	<p>Perspectives on language and literacy development</p> <ul style="list-style-type: none">• Formal and functional theories of language development• Theories of language, literacy and learning• Multimodal and critical perspectives on language and literacy learning and education

Module	Content
2	<p>Oral language, literacy and literature</p> <ul style="list-style-type: none"> • infants and toddlers • the preschool years • contexts for language and literacy learning <ul style="list-style-type: none"> ◦ home and long day care ◦ play, everyday routines, literacy activities (shared reading, mark making, etc.)
3	<p>Early literacy: foundations for reading and writing</p> <ul style="list-style-type: none"> • Phonological and phonemic awareness • Alphabetic knowledge • Concepts of print • Vocabulary and oral language • Background knowledge • Print motivation • Drawing and mark making • Early language and literacy environments: <ul style="list-style-type: none"> ◦ quantity and quality of talk ◦ singing and nursery rhymes ◦ shared reading ◦ picture book genres ◦ dramatic and pretend play ◦ mark-making and early writing ◦ learning to make meaning with new technologies
4	<p>Seeing young children as language and literacy learners from birth</p> <ul style="list-style-type: none"> • The Early Years Learning Framework • Observation • Record keeping • Interpretation and evaluation
5	<p>Language, literacy and culture: language and literacy education for diverse learners</p> <ul style="list-style-type: none"> • English as an additional language or dialect (<u>EAL/D</u>)(<u>MSC1</u>) : Bidialectalism • EAL/D: Bilingualism • Social positioning • Gender • Children who experience disability

Module	Content
6	Planning language- and literacy-rich experiences <ul style="list-style-type: none"> • Literature • Play • New technologies

Note: *This schedule is a guide only to the topics to be covered in EDST212. The sequence and grouping of topics may be varied depending on the interests and needs of students and availability of teaching staff and resources.*

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](https://students.mq.edu.au/support/study/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) (<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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact globalmba.support@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](#)

If you are a Global MBA student contact globalmba.support@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.

Department Procedures

Attendance for undergraduate units

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/attend weekly lectures before completing tasks and attending tutorials

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

External Students

- The on-campus sessions on 26 & 27 September 2019 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings 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.

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

- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 1. Shared Reading
- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 1. Shared Reading
- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.

- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 1. Shared Reading
- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play- and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment tasks

- Assignment 1. Shared Reading
- Assignment 2. Major Task 1.
- Assignment 3. Major Task 2.

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

- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Assessment task

- Assignment 3. Major Task 2.

Changes since First Published

Date	Description
23/07/2019	Lecture room information was changed, after timetabling team found EDST212 a lecture room closer to the tutorial rooms. EMilia
21/07/2019	I have removed an incorrect statement (left over from earlier versions of the Department Procedures) that tutorials will start in Week 2. Tutorials in this unit start in Week 1.