



# ECHE210

## Play-based Curriculum: Literacy and Numeracy

S1 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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X5B 261

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Credit points

3

Prerequisites

24cp at 100 level or above including (ECH113 or ABEC120) and ECHE120

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

### **Assessment Presentation and 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 responsibility 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,
- 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.

## 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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

## 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](#).

## 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assessment 1</a>	30%	No	Week 5
<a href="#">Assessment 2</a>	40%	No	Week 8
<a href="#">Assessment 3</a>	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 experience plans that integrate literacy and numeracy and incorporate different types of play for one 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 plan.

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 11am X5B 045 and Wednesday 1pm 29WW 045

On campus days: Saturday 23rd March and Sunday 24th March 29WW 041

### Resources

There is no required textbook for this unit.

### Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### 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**.

## Unit Schedule

See ilearn

## 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

### **Attendance for undergraduate units**

All Internal tutorials begin in Week 2 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 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**

1. The on-campus sessions on Saturday 23rd March and Sunday 24th March 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.
2. 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.
3. 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.

## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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