ECH 433

Issues in Developmental Literacy

S2 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor
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Tutor and marker
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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 difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

General Assessment Information

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. [Exception: In Task 2, curriculum document outcomes/content may be shown in 10-point font, single spaced.]

- 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 <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.

- 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 <u>all</u> 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.

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.

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 confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre

or school. Use a pseudonym for the focus child in Task 2. Do not record details that enable identification of a site, or of adults or children.

Assessment Tasks

Name	Weighting	Hurdle	Due
Position Paper	60%	No	Pt A 25/8/19; Pt B 3/10/19
Literacy profile	40%	No	10/11/19 + presentation

Position Paper

Due: **Pt A 25/8/19; Pt B 3/10/19**
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 will be scheduled for online discussion for external students, also during Week 4.

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 difficulties in literacy learning, Indigenous and EAL/D (English as

an additional language or dialect) learners.

Literacy profile

Due: **10/11/19 + 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 10, 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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- Strong understanding of 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.

Delivery and Resources

Required Texts

There are **two textbooks** for the unit. 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 available in digital edition only (download within a year of purchase for lifetime copy), or as a print book with digital version access also. The Coop bookshop will have copies. You may also purchase from the publisher: www.wileydirect.com.au/buy/literacy-in-australia-2nd-edition/

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.

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.

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.

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.

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 there, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

All students, and external students especially, are encouraged to make full use of the iLearn site. Electronic links and suggested references will be included, and recommended readings will be accessible in the Leganto section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. Internal students are strongly encouraged to attend the live lectures in person and not via the livestream, as this makes for a more engaging experience for students and the lecturer, too. Note that some of the lectures will be online *only* (in Weeks 5 to 7, that is, during some students' professional experience placements).

PowerPoint slides will be made available in iLearn for the weekly lecture and may be available in the Active Learning Tool, depending on the lecture.

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/. 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. 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 i*Learn* 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).

Delivery

The unit is taught through weekly one-hour lectures and two-hour tutorials (for internal students), or two on-campus days (for external students). Scenario-based planning, assessment tasks and workshop sessions are included in tutorials / on-campus days. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Students should bring to tutorials and on-campus sessions any discussion questions of their own that they may wish to share. In some weeks, students 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 the tutor.

External students must listen to **recorded lectures** and contribute to **on-line discussions or activities** as well as participating in the on-campus sessions. Prior to the on-campus sessions, students should have read the prescribed readings for at least Weeks 1–4 and listened to the lectures, summarising the main points, and making a note of the key terms and definitions.

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-focused literature searches are required to meet assignment criteria. Students are expected to base their arguments/discussions on evidence from published research and other relevant material.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Attendance

Attendance at all tutorials is expected. Attendance at on-campus days for external students is also expected.

IMPORTANT NOTE:

Students should only enrol in internal mode if they are able to attend *all* tutorials (i.e. Weeks 1–4 and 9–13). **Any student going on a delayed professional experience placement** which compromises tutorial attendance, e.g. because awaiting LANTITE results, ***must* enrol in external mode**

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 16 and 17, 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 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.

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 difficulties 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 difficulties 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
- 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.

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

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

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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 difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

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

- 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 difficulties 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 difficulties 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
- 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.

- Strong understanding of 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.

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 difficulties 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 internal 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 or on-campus days.

- Students are expected to listen to/attend weekly lectures before completing tasks and attending tutorials. *Note (2019): if you are in the internal tutorial, you will need to regard lecture attendance as* **compulsory** *so that you have time to learn from the lecture before your tutorial, which follows it immediately.*

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.

Workload

To estimate the time required to attend lectures and tutorials (or listen to recorded lectures), research at the Library and to complete assignments, you should multiply each credit point of your enrolment by 3 hours. Therefore for one 3 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

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 [Note: Please do not email staff from any email account other than your uni email account.]

- The *Dialogue* function on iLearn

- Other iLearn communication functions

External Students

1. The on-campus sessions on September 16 and 17 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.

The on campus sessions for this year are on:

Monday, September 16 9:00–4:30

Tuesday, September 17 9:00–4:30

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during the first half of the semester.

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