



# EDST2120

## Language and Literacy Learning in Early Childhood

Session 2, Special circumstances 2021

*Macquarie School of Education*

### Contents

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<a href="#"><u>General Information</u></a>	3
<a href="#"><u>Learning Outcomes</u></a>	4
<a href="#"><u>General Assessment Information</u></a>	4
<a href="#"><u>Assessment Tasks</u></a>	8
<a href="#"><u>Delivery and Resources</u></a>	9
<a href="#"><u>Unit Schedule</u></a>	15
<a href="#"><u>Policies and Procedures</u></a>	16
<a href="#"><u>The 5Rs Framework</u></a>	18

#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

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Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

### Unit convenor and teaching staff

Unit Convenor

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Tutor and marker

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Credit points

10

Prerequisites

ECHE1130 or 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:

**ULO1:** Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.

**ULO2:** 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.

**ULO3:** 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.

**ULO4:** 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 **EDST2120** iLearn site.

### 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 .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 Considerations 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:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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
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<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.

## Withdrawing from this 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](https://ask.mq.edu.au).

## Academic Honesty Guidelines

All assignments should comply with the university's [Academic Integrity Policy](#) and [Academic Integrity Values](#). Every assignment should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Details about how to cite and reference correctly can be found on the **university's library website** at <https://libguides.mq.edu.au/Referencing>. At the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures: <https://libguides.mq.edu.au/referencing/APA7thEdition>

## Units with Submissions of Family & Children's Records

### Family and 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, 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Shared Reading</a>	50%	No	09:00 24/09/2021
<a href="#">Promoting infant-toddler language and literacy in ECEC settings</a>	50%	No	09:00 05/11/2021

### Shared Reading

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **09:00 24/09/2021**

Weighting: **50%**

Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book. 2000 words.

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.

## Promoting infant-toddler language and literacy in ECEC settings

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **09:00 05/11/2021**

Weighting: **50%**

Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning. 1500 words.

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.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## 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
<p>Assignment 1 (50%). Promoting infant-toddler language and literacy in ECEC settings</p> <p>Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning.</p>	<p>1.1, 1.2, 1.6</p> <p>2.1, 2.2, 2.4, 2.5, 2.6, 2.7</p> <p>3.1, 3.4, 3.5, 3.9</p> <p>4.5</p> <p>6.4, 6.5</p>	<p>1.2, 1.3</p> <p>2.1, 2.2, 2.3, 2.4, 2.5</p> <p>3.4, 3.7</p>	<p>BTeach 1, 2, 3, 4, 5, 6, 7, 8, 10, 12</p>
<p>Assignment 2 (50%). Case study/analysis: Shared Reading</p> <p>Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book.</p>	<p>1.1, 1.2, 1.6</p> <p>2.1, 2.2, 2.4, 2.5, 2.6, 2.7</p> <p>3.1, 3.4, 3.5, 3.9</p> <p>4.1, 4.3, 4.4, 4.5</p> <p>6.4, 6.5</p>	<p>1.2, 1.3</p> <p>2.1, 2.2, 2.3, 2.4, 2.5</p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.7</p> <p>5.1, 5.4</p>	<p>BTeach 1, 2, 3, 4, 5, 6, 8, 12</p>

ACECQA Standards

The Australian Children’s Education and Care Quality Authority (ACECQA) standards addressed in EDST2120 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 participation requirements**

Before commencing this unit, please ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment submission requirements.

Credit points indicate the approximate hours that a student is expected to spend studying in order to pass a unit. One credit point equals 15 hours; thus, students are expected to spend approximately 10 hours per week (including the two weeks of mid-session recess) studying EDST2120 (i.e. approximately 150 hours). Study includes viewing all lectures, participating in scheduled classes and learning activities, completing required and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in this unit and participation in online discussions and activities on iLearn is expected.

*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. See Unit Schedule below for more details on unit content.

Activity	Time allocation	
Becoming familiar with information on the EDST2120 iLearn site in week 1	1 hour	
Participation in scheduled tutorials and activities	11 x 1.5 hours = 16.5 hours	31.5 hours
Viewing/Listening to lectures	15 x 1 hour	
Weekly reading (including engagement with children's literature)	13 x 3 hours	39 hours
Literacy Assignment 1		35 hours
Literacy Assignment 2		35 hours approx.
Independent learning For example: participating in online discussions, completing learning tasks available on iLearn, developing learning and academic writing skills, engagement with literature for children.		8-10 hours approx.
<b>TOTAL (for 15 weeks of semester)</b>		<b>150 hours approx.</b>

**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.

### **3. Classes and attendance**

**All students** are expected to:

- View all lectures in the unit.
- View lectures and complete any online tasks before or during the weeks in which these are scheduled.
- Be familiar with relevant lectures and complete the specified reading preparation before scheduled classes and online activities.
- Actively contribute to online discussions and scheduled classes.
- Complete and submit all assignments.

**Participation in all scheduled classes is expected of all students enrolled in EDST2120. Attendance will be recorded.** Activities completed during tutorials 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.

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

#### **4. Required texts**

**There is an expectation that you complete all the scholarly reading in this unit. It is an integral part of your study of EDST2120.**

**There is one textbook which can be purchased through** <https://www.booktopia.com.au/books-online/text-books/textbook-finder/macquarie-university/macquarie-university-semester-2/edst2120-language-and-literacy-learning-in-early-childhood/cXCMAC2002EDST2120-p1.html>

**Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3<sup>rd</sup> ed.). Oxford University Press.**

**(Note:** If you already own an earlier edition of the textbook, you can use it instead.)

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](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/>

**NOTE:** There are also other required readings that will be available through the library's website and/or the unit's iLearn website. All required and recommended readings are listed on the EDST2120 iLearn site.

#### **Recommended Readings:**

Arthur, L., Ashton, J., & Beecher, B. (Eds.) (2014). *Diverse literacies in early childhood: A social justice approach*. 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 (5<sup>th</sup> edition)*. Routledge.

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

Ewing, R., Callow, J., & Rushton, K. (2016). *Language & literacy development in early childhood*. Cambridge University Press.

Jalongo, M. R. (2014). *Early Childhood Language Arts (6<sup>th</sup> edition)*. Pearson.

Larson, J., & Marsh, J. (Eds.). (2013). *The SAGE handbook of early childhood literacy*. (2<sup>nd</sup> ed.). SAGE Publications Ltd.

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

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

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

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

Scull, J., & Raban, B. (Eds.) (2016). *Growing up literate: Australian literacy research for practice*. 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 EDST2120 document on iLearn.

## 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**.
- **Library databases:** You are required to use various research databases to locate sources for your assignments.

## Unit Schedule

For a detailed unit schedule, including a list of required and recommended weekly readings, please see the EDST2120 iLearn site.

Module	Content
1	<p>Perspectives on language and literacy development</p> <ul style="list-style-type: none"> <li>• Formal and functional theories of language development</li> <li>• Theories of language, literacy and learning</li> <li>• Multimodal and critical perspectives on language and literacy learning and education</li> </ul>
2	<p>Oral language, literacy and literature</p> <ul style="list-style-type: none"> <li>• infants and toddlers</li> <li>• the preschool years</li> <li>• contexts for language and literacy learning                             <ul style="list-style-type: none"> <li>◦ home and long day care</li> <li>◦ play, everyday routines, literacy activities (shared reading, mark making, etc.)</li> </ul> </li> </ul>
3	<p>Early literacy: foundations for reading and writing</p> <ul style="list-style-type: none"> <li>• Phonological and phonemic awareness</li> <li>• Alphabetic knowledge</li> <li>• Concepts of print</li> <li>• Vocabulary and oral language</li> <li>• Background knowledge</li> <li>• Print motivation</li> <li>• Drawing and mark making</li>   <li>• Early language and literacy environments:                             <ul style="list-style-type: none"> <li>◦ quantity and quality of talk</li> <li>◦ singing and nursery rhymes</li> <li>◦ shared reading</li> <li>◦ picture book genres</li> <li>◦ dramatic and pretend play</li> <li>◦ mark-making and early writing</li> <li>◦ learning to make meaning with new technologies</li> </ul> </li> </ul>
4	<p>Seeing young children as language and literacy learners from birth</p> <ul style="list-style-type: none"> <li>• The Early Years Learning Framework</li> <li>• Observation</li> <li>• Record keeping</li> <li>• Interpretation and evaluation</li> </ul>

Module	Content
5	<p>Language, literacy and culture: language and literacy education for diverse learners</p> <ul style="list-style-type: none"> <li>• English as an additional language or dialect (<a href="#">EAL/D</a>): Bidialectalism</li> <li>• EAL/D: Bilingualism</li> <li>• Social positioning</li> <li>• Gender</li> <li>• Children who experience disability</li> </ul>
6	<p>Planning language- and literacy-rich experiences</p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Play</li> <li>• New technologies</li> </ul>

**Note:** This schedule is a guide only to the topics to be covered in EDST2120. The sequence and grouping of topics may be varied.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](mailto: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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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](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.

## School of Education Procedures

**In addition, the following policies and procedures of the School of**

## Education 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 or online 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 view and listen to 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

## The 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the following capabilities that will make your teaching career sustainable and fulfilling:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient	Reflexive	Responsive	Ready to learn	Research Engaged
<p>In relation to young children's language and literacy, students will consider strategies for managing competing demands, from diverse families, centre management, and curriculum requirements.</p>	<p>Videos, hands-on activities and scenarios are employed to encourage students to reflect on and develop recommendations for practice.</p>	<p>The unit has a strong focus on diversity in language and literacy learning experiences, on communicating effectively with families, and on translating research findings into recommendations for practice accessible to both early childhood educators and other stakeholders.</p>	<p>Students engage deeply with required readings as well as find and integrate additional relevant readings in their assignments to assess and develop recommendations for fostering children's language and literacy learning and effective early childhood education practices.</p>	<p>The lectures introduce students to cutting-edge research on early language and literacy, with a strong focus on relevant projects at MQ School of Education. Students engage with both research and professional literature and learn about and engage in research processes such as transcribing and analysing adult-child interactions; observing and analysing early childhood education environments; evaluating research-based environment assessment scales; and making research-based recommendations for improvement.</p>