



ECHE2100

Play-based Curriculum: Literacy and Numeracy

Session 1, Infrequent attendance, North Ryde 2021

Macquarie School of Education

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Convener

Belinda Davis

belinda.davis@mq.edu.au

Contact via Contact via iLearn dialogue

29 Wallys Walk Room 269

Arrange via iLearn dialogue

Lecturer

Rosemary Dunn

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Credit points

10

Prerequisites

80cp at 1000 level or above including ((ECH113 or ECHE1130 or ABEC120) and (ECHE120 or ECHE1200))

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:

ULO1: Understand the major theoretical developments in early literacy and numeracy.

ULO2: Critically examine the role of play and intentional teaching in the development of young children's literacy and numeracy skills.

ULO3: Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning.

ULO4: Plan literacy and numeracy learning experiences that consider children's prior knowledge, interests and experiences.

ULO5: Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years.

ULO6: 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

Further information about each assessment task will be placed on iLearn. Please note the following general guidelines for School of Education units.

Assessment Presentation and Submission Guidelines

- 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 (*NB: for your parent booklets, you may choose a different format*).
- 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.

Draft Submissions & Turnitin Originality Reports

- If available in your unit, you may use Turnitin's Originality Report as a learning tool to improve your academic writing.
- You are encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain the Originality Report.
- The Originality Report provides you with a similarity index and shows you where your work overlaps with others. You should make amendments to your draft before your final submission.
- Generally, one Originality Report is generated every 24 hours up to the due date. Do not submit a draft within 24 hours of your 'real' submission.

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

- In general, there should be no need for extensions *except* through illness or misadventure constituting serious and unavoidable disruption. Please see the University definition of serious and unavoidable disruption here: <https://students.mq.edu.au/study/mystudy-program/special-consideration>.
- Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This ensures consistency among students.
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. They cannot be directed to unit conveners.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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.

Descriptive Criteria for Awarding Grades in the Unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45. Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016> . The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

<p>D (Distinction)</p>	<p>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.</p>
<p>Cr (Credit)</p>	<p>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>
<p>P (Pass).</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

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

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. Grades are standards referenced and effort is NOT a criterion. Evidence from your assignment must be provided to support your judgements.

Note: The outcome of a re-mark may be a higher or lower grade, or an unchanged grade. Failed assessments cannot be re-marked as they are already double-marked as a part of the moderation process.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflection	30%	No	21/03/2021 11.59pm
Environment Plan	40%	No	18/04/2021 11.59pm
Learning Experiences	30%	No	23/05/2021 11.59pm

Reflection

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10 hours

Due: **21/03/2021 11.59pm**

Weighting: **30%**

Students outline their developing understanding of the relationship between literacy and numeracy with reference to lecture materials and readings. 500 words

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.

Environment Plan

Assessment Type ¹: Learning plan

Indicative Time on Task ²: 20 hours

Due: **18/04/2021 11.59pm**

Weighting: **40%**

Students plan and create two learning environments that support children's early literacy explorations and development. Each environment will be created for different age groups: Birth-3 year olds; and 3-5 year olds. 500-750 words

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.

Learning Experiences

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **23/05/2021 11.59pm**

Weighting: **30%**

Students design 3 play-based learning experiences that integrate literacy and numeracy and incorporate different types of play 1500-2000 words

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.

¹ 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.

² 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

Textbook and readings

There is no prescribed textbook for this unit. Please see iLearn for required readings and other resources.

iLearn

This unit has a full web presence through *iLearn*, and weekly access is compulsory. Students will need full access to a computer and the Internet. Important assessment information will be posted to iLearn, as will unit announcements and weekly materials. Please check iLearn before emailing your convener or tutor.

Lectures

Recorded lectures are available on ECHO360 (via iLearn).

Tutorial

Please see your enrolment information for details.

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 *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**.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policycentral.mq.edu.au) (<https://policycentral.mq.edu.au>)

[s.mq.edu.au](https://www.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

Procedures for the Macquarie School of Education

Attendance for undergraduate units

Activities completed during the on campus day 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 the on campus days is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorial
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorial

- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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

In a 10 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.]
- Other iLearn communication functions

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 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

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.