ECHE2310

Young Children's Language, Literature and Literacy

Session 2, Special circumstances 2021

Macquarie School of Education

Contents

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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.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Convenor/Lecturer/Tutor
Dr Emilia Djonov
emilia.djonov@mq.edu.au
Contact via via iLearn
29 Wally's Walk (X5B), Room 276
Appointments via email

Tutor/Lecturer
Elizabeth Arrabalde
elizabeth.arrabalde@mq.edu.au
Contact via via iLearn

Tutor/Lecturer
Rowena Lee
rowena.lee@mq.edu.au
Contact via via iLearn

Guest Lecturer
Dr Ruth French
ruth.french@mq.edu.au

Guest Lecturer
Aliza Salvador
aliza.salvador@mq.edu.au

Credit points
10

Prerequisites
(ECHP122 or ECHP1220 or EDST201 or EDST2010) or ((40cp at 1000 level or above) and admission to BTeach(ECS))

Corequisites

Co-badged status

Unit description

This unit focuses on children's language and literacy development as they move from home to prior-to-school settings and into the first years of school, and the ways it can be fostered through children's literature. It introduces students to the theory and practice of early reading and writing, multimodal and critical literacy development, and to research on the literacy experiences of children from diverse contexts and with different abilities. Students are given opportunities to develop and apply their understanding of the role of teachers in planning and evaluating experiences that support young children's literacy development within prior-to-school and early primary school settings.

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 young children's language and literacy development and the ways it can be enhanced through literature.

ULO2: Be aware of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school.

ULO3: Understand the important role adults and partnerships between home and educational settings play in young children's language and literacy development.

ULO5: Be familiar with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents.

ULO4: Design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children's literature in these experiences.

ULO6: Understand children's early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective.

ULO7: Develop an understanding of and ability to support the language and literacy development of children from diverse backgrounds, including children learning English as an additional language (EAL), children from families with different socio-economic

status, and children with special learning and literacy needs.

ULO8: Constructively engage with educational research.

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 **ECHE2310 ESSENTIALS document**, which will be available on the 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 Turnitinin .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.

- 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: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

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

Descriptive Criteria for awarding grades in the unit

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

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade

Descriptor

HD

(High Distinction)

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

D

(Distinction)

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr

(Credit)

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P

(Pass).

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes

F

(Fail)

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSET Survey	5%	No	17:00 07/09/2021
Literacy planning for the early grades of primary school (5-to-8-year-old children)	45%	No	23:55 08/11/2021

Name	Weighting	Hurdle	Due
Shared Reading	50%	No	23:55 27/09/2021

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 2 hours
Due: **17:00 07/09/2021**
Weighting: **5%**

Students complete the Annual Student Survey of Education for Teaching (ASSET) which will provide the School of Education with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the School of Education teacher preparation programs with the NSW Education Standards Authority, the School of Education is required to collect impact data on teacher education courses. The proposed annual survey will serve the purpose of providing part of these mandatory data. The survey is in 5 parts and each student will be awarded 1% for completion of each part for each unit in which the student is enrolled that includes ASSET as part of the assessment.

On successful completion you will be able to:

• Constructively engage with educational research.

Literacy planning for the early grades of primary school (5-to-8-year-old children)

Assessment Type [1]: Lesson plan
Indicative Time on Task [2]: 30 hours
Due: **23:55 08/11/2021**
Weighting: **45%**

Students choose one of 3 scenarios provided and complete and submit: ? a sequence of 3 completed lesson plans for the class in the selected scenario based on the NSW K-10 English Syllabus (1-2 pages each), ? 1 summary paragraph for the school newsletter (300 words), and ? 1 analytic reflection on one's own learning (800 words). (Total word limit: 2000 words)

On successful completion you will be able to:

- Understand young children's language and literacy development and the ways it can be enhanced through literature.
- Understand the important role adults and partnerships between home and educational settings play in young children's language and literacy development.
- Be familiar with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents.
- Design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children's literature in these experiences.
- Understand children's early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective.
- Develop an understanding of and ability to support the language and literacy development of children from diverse backgrounds, including children learning English as an additional language (EAL), children from families with different socio-economic status, and children with special learning and literacy needs.

Shared Reading

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 35 hours
Due: **23:55 27/09/2021**
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:
- Understand young children's language and literacy development and the ways it can be enhanced through literature.
- Be aware of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school.

- Understand the important role adults and partnerships between home and educational settings play in young children's language and literacy development.
- Be familiar with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents.
- Design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children's literature in these experiences.

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[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

1. About this unit

This unit focuses on children's language and literacy development as they move from home to prior-to-school settings and into the first years of school, and the ways it can be fostered through children's literature. It introduces students to the theory and practice of early reading and writing, multimodal and critical literacy development, and to research on the literacy experiences of children from diverse contexts and with different abilities. Students are given opportunities to develop and apply their understanding of the role of teachers in planning and evaluating experiences that support young children's literacy development within prior-to-school and early primary school settings.

Relation between assessment task and learning outcomes

Assessment Task	Unit Outcomes	Graduate Teaching Standards	ACECQA Standards	MQ Graduate Capabilities
Literacy Assignment 1 *Planned literacy experience for birth-4-year-olds* **Value: 50%**	1, 2, 3, 4, 6, 8	1.1, 1.2, 1.3 2.1, 2.3, 2.5 3.3, 3.5 5.1, 5.4	1.1, 1.2, 1.6 2.1, 2.2, 2.4 3.1, 3.4 4.1, 4.5	1-5, 7, 8

Assessment Task	Unit Outcomes	Graduate Teaching Standards	ACECQA Standards	MQ Graduate Capabilities
Literacy Assignment 2 *Literacy planning for the early years of primary school, 5-8 year olds* **Value: 45%**	1, 4, 5, 6, 7, 8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.2, 4.5 5.5 7.2, 7.4	1.1, 1.2, 1.6, 1.8 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.4, 3.5, 3.9 4.1, 4.3, 4.4, 4.5	1-9
ASSET Survey	8			5, 8, 9

ACECQA Standards

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed in ECH231 are:

1. Psychology and child development

1.1 Learning, development and care

1.2. Language development

1.6. Diversity, difference and inclusivity

1.8. Transitions and continuity of learning (including

transition to school).

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

3.2. The Australian Curriculum

3.4. Language and literacy

3.5. English as an additional language

3.9. Curriculum planning, programming and evaluation

4. Family and community contexts

4.1. Developing family and community partnerships

4.3. ATSI perspectives

4.4. Socially inclusive practice

4.5. Culture, diversity and inclusion

2. Student workload and requirements

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

Credit points indicate the approximate hours 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 ECHE2310 (i.e. approximately 150hr). Study includes viewing all lectures, participating in tutorials and learning activities, completing set readings 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	
Reading ECHE2310 Essentials document in week 1	1 hour	
Participation in compulsory tutorials and activities	14 hours	
Attending/Listening to lectures	16 x 1 hour	30 hours
Weekly reading (including engagement with children's literature)	13 x 3 hours	39 hours

ASSET Survey	2 hours
Literacy Assignment 1	35 hours
Literacy Assignment 2	30 hours approx.
Independent learning (using online resources, improving one's study skills; completing learning tasks available on iLearn).	12 hours approx.
TOTAL (for 15 weeks of semester)	**150 hours approx.**

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 ECHE2310. At tendance 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 ECHE2310.

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/eche2310-young-children-s-language-literature-and-literacy/cXCMAC2002ECHE2310-p1.html

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* **(3ʳᵈ 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

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 in the ECHE2310 ESSENTIALS 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/. 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.

Unit Schedule

Lecture 1: Introduction to the unit. Perspectives on language and literacy development. Literacy as social and cultural practice

Lecture 2 : Babies and toddlers: Oral language, literacy and literature in the first 3 years

Lecture 3: Threes and Fours: Oral language, literacy and literature for preschool children

Lecture 4: Emergent literacy, reading and writing prior to school

- Phonological and phonemic awareness
- Alphabetic knowledge
- Concepts of print
- Vocabulary and oral language
- Background knowledge
- Print motivation
- Drawing and mark making

Lecture 5 : Language, literacy and culture 1: Bilingualism and bidialectalism

Lecture 6: Language, literacy and culture 2: Home literacy environment, social positioning & gender

Lecture 7: Language and literacy in the *EYLF* and planning literacy-rich experiences

Lecture 8: Language and literacy in the transition to school and the role of children's literature

Lecture 9 : Seeing children as literacy learners in prior to school settings: observation and record keeping

Lecture 10: Teaching strategies: reading and writing

Lecture 11: Multimodal and critical literacy

Lecture 12 : Children's literature on TV and picture book apps and literacy

Lecture 13: School related curriculum documents

Lecture 14: Literacy planning and programming in the early primary school years

Lecture 15: Inclusive literacy for diverse learners

Lecture 16: Evaluating teaching and learning in the early primary school years

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.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). 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) 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

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.

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

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

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.

Reflexive

Videos, hands-on activities and scenarios are employed to encourage students to reflect on and develop recommendations for practice.

Responsive

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.

Ready to learn

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.

Research Engaged

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.