



EDST2100

Language and Literacies

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor, lecturer

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Please email to organise a time if you would like a meeting with me.

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Credit points

10

Prerequisites

80cp including (EDST100 or EDST1000) and admission to (BABEd(Prim) or BEd(Prim)BPsych or BTeach(ECE))

Corequisites

Co-badged status

Unit description

This unit introduces students to language development, and to language and literacy in Australian curriculum documents, policies on literacy instruction, and quality instructional practices. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies. The unit focuses on developing knowledge of the language system and its uses, purposes, and practices in reading and writing. It stresses the importance of phonological and orthographic knowledge at the beginning of literacy instruction, as well as semantic, syntactic and pragmatic knowledge in developing reading and writing skills of all 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:

ULO1: Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.

ULO2: Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.

ULO3: Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.

ULO4: Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.

ULO5: Apply a foundational knowledge of language, images, and communication

context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

ULO6: Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue.
- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing. (In this unit, there may be *some* parts of assignments where a smaller font can be used. This will be explained in the assignment guidelines.)
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where

students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 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 course progression.

Exam

The final assessment task in this unit is an in-person, invigilated exam. Students are expected to ensure they are able to attend the exam and therefore vacations should not be scheduled during the exam period.

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
Task 1 - Concepts in language and literacy	20%	No	23:55 25/03/2023

Name	Weighting	Hurdle	Due
Task 2 - Handwriting	0%	Yes	Weekday: Wk 6 tutorial. Infrequent: 1st on-campus session.
Task 3 - Major assignment (text analysis and planned learning experiences)	40%	No	23:55 13/05/2023
Task 4 - Final examination	40%	No	During Examination Period

Task 1 - Concepts in language and literacy

Assessment Type ¹: Essay

Indicative Time on Task ²: 15 hours

Due: **23:55 25/03/2023**

Weighting: **20%**

Students use applied literacy examples to demonstrate understanding of fundamental concepts in language and literacy education and research. Detailed instructions will be available on the iLearn site for the unit. Approx. 500 words.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 2 - Handwriting

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 5 hours

Due: **Weekday: Wk 6 tutorial. Infrequent: 1st on-campus session.**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students demonstrate personal control of NSW Foundation Style handwriting: manuscript, cursive and numerals. Graded as Satisfactory/Unsatisfactory.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 3 - Major assignment (text analysis and planned learning experiences)

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 30 hours

Due: **23:55 13/05/2023**

Weighting: **40%**

Students annotate one fictional and one non-fictional instructional text to design and plan literacy learning experiences appropriate for target learners. Detailed instructions will be available on the iLearn site for the unit. Approx. 1000 words.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres

critical for using and producing effective texts to enhance your own and your students' learning.

- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 4 - Final examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 26 hours

Due: **During Examination Period**

Weighting: **40%**

Students will be examined on their knowledge and understanding of the material covered in the lectures, classes and readings. All modules will be assessed. Students will be expected to understand and apply knowledge of language and images to examples of texts for / by children. They will also be asked to apply knowledge of literacy instruction across the six language modes to suggest productive literacy learning activities for given text/s. Duration: 2 hours.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

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

Required and recommended texts

Compulsory texts:

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

Derewianka, B. (2022). *A new grammar companion for teachers*. (3rd ed.). Primary English Teaching Association.

Highly recommended:

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia (PETAA). **This book includes activities with answers, for developing and applying your grammar knowledge.**

Recommended:

Callow, J. (2018). Classroom assessment and picture books: Strategies for assessing how students interpret multimodal texts. *Australian Journal of Language and Literacy*, 41(1), 5–20.

Christie, F. (2005). *Language education in the primary years*. UNSW Press.

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.) Primary English Teaching Association Australia (PETAA).

Derewianka, B & Jones, P. (2022). *Teaching language in context* (3rd ed.). Oxford University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015) (6th ed.). *Language and learning: An introduction for teaching*. Oxford University Press.

Ewing, R. (2001). *What is a functional model of language?* Primary English Teaching Association. (Original work published 1994)

French, R. (2017). 'The picture is pleading to us to help': Primary school children interpret a persuasive online video. *Practical literacy: The early and primary years*, 22(3), 29–31.

Hill, S. (2021). *Developing early literacy. Assessment and teaching* (3rd ed.). Eleanor Curtain Publishing.

Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning*. Primary English Teaching Association Australia (PETAA).

Kalantzis, M., Cope, B., Chan, E. & Dalley-Trim, L. (2016). *Literacies* (2nd ed.). Cambridge University Press.

McLeod, S., & McCormack, J. (Eds) (2015). *Introduction to speech, language and literacy*. Oxford University Press.

Moats, L. (2020). *Speech to print: Language essentials for teachers*. Paul H. Brookes Pub. Co.

Murphy, S. (2021) *Teaching poetry for pleasure and purpose*. Primary English Teaching Association.

Tompkins, G., Campbell, R. & Green, D. (2018). *Literacy for the 21st Century: A balanced approach* (3rd ed.). Pearson Education Australia.

Walsh, M. (2011). *Multimodal literacy. Researching classroom practice*. Primary English Teaching Association.

Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2020). *Literacy: Reading, writing & children's literature* (6th ed.). Oxford University Press.

Wing Jan, L. & Taylor, S. (2020). *Write ways*. (5th ed.). Oxford University Press.

Yopp, H.K. & Yopp, R. H. (2009) Phonological awareness is child's play. *Young Children (YC)*, 64(1), 12–18, 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 here, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. **Please check the iLearn site for the unit regularly.**

Structure

The unit will be delivered using a combination of lectures and tutorials.

Lectures

Lectures are recorded and are available on the web through the Echo360 component. You must listen to *and view* all lectures. PowerPoint slides will also be available in the Echo360 component. You are encouraged to create your own notes rather than only downloading slides.

There are 15 hours of lecture content. There will be a weekly 1-hour lecture, and in roughly every second week there will be an additional 1-hour lecture, that is, three lectures in a fortnight, *on average*. In the final week of session, an optional revision lecture with live Q&A will be held online.

Tutorials

'Weekday' mode: Weekly 1.5-hour **tutorials** will be held in Weeks 1 to 10 for students enrolled in the 'In person-scheduled-**weekday**' attendance mode (total: 15 hours).

'Infrequent' mode: For students enrolled in the 'In person-scheduled-**infrequent**' attendance mode, there is a combination of online 1.5-hour **tutorials** (2023 dates: 22/2, 8/3, 29/3, 5/4, 3/5, 10/5) and two half-day on-campus **seminars** (total: 15 hours, made up of 9 hours in online tutorials and 6 hours in on-campus seminars - note - these are interactive workshops, not lectures). Dates of the on-campus seminars are in students' personalised timetables in eStudent.

In tutorials and at on-campus sessions (as relevant to their attendance mode), students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. 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. **Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation.**

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

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

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

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

Week of Session	Content & key information
Week 1	Module 1: Introduction to language, literacies and children's literature; the 'four resources' model; overview of importance of oral language and vocabulary in literacy development.
Weeks 2 and 3	Module 2: Code-breaking with a focus on phonological and phonemic awareness; introduction to spelling; handwriting and keyboarding. A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress.
Weeks 4, 5 and 6	Module 3: Meaning making Literacy as meaning-focused; grammar as a resource for making meaning; how texts use language and images to make meaning. Week 4 – Language for expressing ideas. Week 5 – Language for connecting ideas and organising texts. Week 6 – Language for interacting with others.
Week 7	Module 4: Text user Language for different purposes: types of texts and discourse organisation.
April 10–21	MQ recess
Week 8	Module 4: Text user continued. Teaching writing: introduction to pedagogies for teaching composition of different types of texts including use of model texts and joint construction.
Weeks 9 and 10	Module 5: Text analyst/text critic Applying learning about language and images from previous weeks to interpret multimodal texts and provide feedback to students on work samples. Critical visual literacy in children's literature.
Weeks 11 and 12	No classes in EDST2100. Most students will be on professional experience placements.
Week 13	Revision. No tutorials will be held this week. There will be an optional revision lecture with Q&A, conducted live via Zoom and recorded for students unable to attend.
University exam period	Exam (date to be scheduled by the university)

On-campus sessions for 'Infrequent' mode students

The dates and venues of on-campus sessions will be available in students' personalised timetables in eStudent.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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 tutorials begin in Week 1 of Session. See the university timetable for information about times and venues of classes: <https://timetables.mq.edu.au/2023/>

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through eStudent. Please do not contact the unit convenor requesting a change.

Activities completed during weekly tutorials (internal) or on-campus sessions (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. Make-up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- In some weeks, tutorial preparation tasks will be given and are expected to be attempted and brought to class.

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

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

- The on-campus sessions 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.

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

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 capabilities that will make your teaching career sustainable and fulfilling.

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

- **Resilience** practised inside and outside of the classroom.

Students will build resilience by engaging strongly with intellectually challenging content relevant to teaching. Students will draw on social and structural supports including meaningful interaction with a range of peers as well as teaching staff in the unit.

- **Reflexive** in their teaching practice.

Opportunities to develop a reflexive approach to practice will be specifically afforded by assessment Tasks 1, 2 and 3, where students should reflect upon feedback and then feed forward relevant advice to subsequent assessment tasks and/or into their teaching practice in professional experience placements.

- **Responsive** to students, colleagues, parents and professional communities.

Students will understand and respect the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy in homes/communities as well as in formal educational contexts. Students will begin to develop an understanding of the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous learners and EAL/D (English as an additional language or dialect) learners - and their responsibilities as educators in being responsive to student diversity. Students will develop their own knowledge about language so that they are equipped better to understand children's language and literacy development and to provide meaningful feedback as responsive teachers

in the future.

- **Ready to learn.**

Students will develop a foundational understanding of the role and value of language, literacy and children's literature across the curriculum in prior-to-school and school (K–6) contexts. They will demonstrate a basic working knowledge of aspects of language and literacies including phonology, grammar and text types including multimodal texts. This will form the basis for future learning in other units, that is, students are encouraged to see this unit as foundational and not an end point. Students will practise positive dispositions to professional learning, for example, they will come to tutorials prepared for learning, including having completed prior reading and preparatory tasks, and bringing their own questions and key understandings to share. They will engage in small group activities and discussions. They will cultivate positive attitudes towards lifelong professional learning about language, literacy education and literature.

- **Research-engaged** throughout their career.

Students will engage, individually and collaboratively, with research-informed lecture content, tutorials and scholarly readings. In Task 1 and in the Major Assignment, students will apply analytical skills to texts, which will provide practice for similarly informed analysis in future professional work e.g. understanding students' phonemic awareness skills; applying knowledge of language to texts for and by children. Weekly readings will engage students with research-informed principles and practices in English/literacies education.

Changes since First Published

Date	Description
24/02/2023	Addition of the name and email address of another tutor. Inclusion of dates of online tutorials for 'Infrequent' attendance mode.