



ECHX8230

Language and Literacy in Early Childhood

Session 2, Online-flexible 2024

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

Unit Convenor

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25B Wally's Walk, Room 514

by email appointment

Tutor/Marker

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Credit points

10

Prerequisites

Admission to MTeach(0-5) and ECHX600 or ECEX600 or ECHX6000

Corequisites

Co-badged status

Unit description

This unit will explore what language is and how it develops in early childhood from birth to eight years of age. The relationship between language, learning and culture will be investigated. Students will consider different definitions of literacy and examine how oral language in the early years of life relates to subsequent knowledge of written, visual and aural texts. Issues to be addressed include how to create a language and literacy rich environment and the central role of adults in supporting children's language and literacy development in a range of contexts. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

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: Use appropriate metalanguage when analysing language structure and function.

ULO2: Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.

ULO3: Critically evaluate early childhood settings in terms of language and literacy development.

ULO4: Employ and develop pedagogical strategies for promoting language and literacy development.

ULO5: Use peer reviewed research to justify decision making.

ULO6: Use academic language appropriately to express ideas and arguments.

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>)
- In accordance with the **Academic Integrity Policy** a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.
- **Use of Generative Artificial Intelligence (GAI) tools for generating writing and other assessment task content is prohibited in this unit.**
- Unless a **Special Consideration** (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% **late 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.
- **Presentation requirements:** Please format assessments using a 12-point font and 1.5 spacing. Please submit each assignment through Turnitin as a single Word or PDF file. (Note: PDF files must be generated in such a way that the text is recognisable and can be highlighted.)
- 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.

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions and relevant materials (e.g. transcriptions and observation notes) will be provided via iLearn.

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 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>

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
Shared Reading	50%	No	2024-09-07
Fostering infant-toddler language and literacy in ECEC settings	50%	No	2024-10-12

Shared Reading

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 40 hours

Due: **2024-09-07**

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:

- Use appropriate metalanguage when analysing language structure and function.
- Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.
- Employ and develop pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

Fostering infant-toddler language and literacy in ECEC settings

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **2024-10-12**

Weighting: **50%**

Drawing on research literature on language and literacy development in the infant and toddler years, and their observations of infant-toddler environments, 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. 2500 words

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.
- Critically evaluate early childhood settings in terms of language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

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

Unit Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#). In the tutorials 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

Student workload and requirements

Before commencing this unit, please ensure that you can meet all requirements, including workload requirements, attendance expectations (if relevant to your mode of enrolment), 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 this unit (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 as is participation in online discussions and the completion of study tasks posted on iLearn.

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.

Classes and attendance

This unit includes students enrolled in ECHE8230 and ECHX8230.

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.

Students enrolled in ECHE8230 are expected to attend all scheduled classes relevant to their mode of enrolment. Attendance will be recorded. Classes start in Week 2.

Activities completed during classes are essential for building the core knowledge and skills required to demonstrate the learning outcomes of this unit and to meet ACECQA requirements.

OUA students enrolled in ECHX8230: In lieu of class attendance, OUA students are expected to complete online study tasks and participate actively in related online discussions. If they wish to attend any scheduled classes as well, they are more than welcome to do so.

Required texts

There is one required textbook:

Fellowes, J. & Oakley, G. (2024). *Language, literacy and early childhood education* (4th ed.). Oxford University Press.

There is also one required curriculum document:

Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council.

NOTE: There are also other required readings that will be available through the library's website and/or the unit's iLearn website.

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.

Relation between assessment task and learning outcomes

Assessment Type	ACECQA curriculum specifications
<p>Assignment 1 (50%).</p> <p>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>4.5</p> <p>6.4, 6.5</p>
<p>Assignment 2 (50%).</p> <p>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>4.1, 4.3, 4.4, 4.5</p> <p>6.4, 6.5</p>

ACECQA Standards

The Australian Children’s Education and Care Quality Authority (ACECQA) standards addressed in this unit 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
- 3.4. 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

6. Early childhood professional practice leadership

6.4. Advocacy

6.5. Research

Unit Schedule

A detailed and dated schedule with weekly readings is provided on iLearn.

Topics covered in this unit:

- What is involved in learning to read?
- Multiliteracies
- Emergent literacy, oral language and shared reading
- Emergent literacy: comprehension-oriented aspects
- Emergent literacy: code-breaking aspects (phonological and phonemic awareness, alphabet knowledge, brief introduction to phonics)
- Emergent writing in the years prior to school
- Learning language: infants and toddlers (1): Language learning in the first three years
- Learning language: infants and toddlers (2): Supporting language development in home vs. group care contexts
- Authentic language and literacy assessment in the early years
- Language, literacy and culture (1): Home and family influences on language and literacy development
- Language, literacy and culture (2): Social positioning, language and literacy
- Language, literacy and bilingualism: Children learning English as an additional

language (EAL)

- Australian Indigenous Languages, Aboriginal English, language and literacy

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 connect.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 the [Service Connect Portal](#), 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.

Electronic Communication

It is each student's responsibility to check all electronic communication on a regular weekly basis, minimum twice a week. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue: Contact teaching staff function on iLearn
- Other iLearn communication functions

Online tutorials

Information about the dates of the online sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#). The Zoom link will be available through the iLearn website.

- The online sessions are essential to student engagement and learning and attendance on all days is expected. For students enrolled in this mode, 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.
- Students are expected to actively participate in the online sessions, which requires a laptop or desktop computer with a working camera and microphone.
- Prior to the online 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.

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.

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

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

Changes since First Published

Date	Description
05/07/2024	Minor editorial changes

Unit information based on version 2024.01R of the [Handbook](#)