



EDST2120

Language and Literacy Learning in Early Childhood

Session 2, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor, Lecturer, Tutor

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Appointments via email

Tutor and marker

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Credit points

10

Prerequisites

ECHE1130 or ECH113

Corequisites

Co-badged status

Unit description

This unit builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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

ULO2: Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.

ULO3: Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

ULO4: Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

General Assessment Information

- 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.

- **Formatting and submission requirements:** Please format assessments using 12-point font and 1.5 spacing, with minimum 2.5 cm margin on each side. Submit each assignment through Turnitin as a single Word or Acrobat PDF file. PDF files must be generated so that the writing can be highlighted (i.e. with recognisable text).
- 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, assessment criteria and detailed assessment rubrics are provided via the **EDST2120** iLearn site.

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 your course progression.

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.

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 |
|--|-----------|--------|--|
| <u>Shared Reading</u> | 40% | No | 23:55 16/09/2024 |
| <u>Promoting infant-toddler language and literacy in ECEC settings</u> | 50% | No | 23:55 24/10/2024 |
| <u>In-class participation activities</u> | 10% | No | ongoing with written reflection due 23:55 02/11/2024 |

Shared Reading

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **23:55 16/09/2024**

Weighting: **40%**

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

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to

and including the year of transition into primary school.

- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

Promoting infant-toddler language and literacy in ECEC settings

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **23:55 24/10/2024**

Weighting: **50%**

Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning. 2000 words.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

In-class participation activities

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 10 hours

Due: **ongoing with written reflection due 23:55 02/11/2024**

Weighting: **10%**

A series of in-class participation activities to demonstrate engagement with learning in the unit and practical skills.

On successful completion you will be able to:

- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

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 builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

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.

2. Student workload and participation requirements

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

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

completing assignments, and using the unit's iLearn site.

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

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

The estimate provided in the following table is based on average student performance required to pass this unit. Students who are attempting to achieve high grades or who encounter problems in understanding the material and meeting unit requirements would need to spend more time on these tasks. See Unit Schedule below for more details on unit content.

| Activity | Time allocation | |
|--|--------------------------------|--------------------------|
| Becoming familiar with information on the EDST2120 iLearn site in week 1 | 1 hour | |
| Participation in scheduled tutorials and activities (including completing Assessment Task 3) | 11 x 1.5 hours = 16.5 hours | 31.5 hours |
| Viewing/Listening to lectures | 15 x 1 hour | |
| Weekly reading (including engagement with children's literature) | 13 x 3 hours | 39 hours |
| Literacy Assignment 1 | | 30 hours |
| Literacy Assignment 2 | | 30 hours approx. |
| Independent learning For example: participating in online discussions, completing learning tasks available on iLearn, developing learning and academic writing skills, engagement with literature for children. | | 8-10 hours approx. |
| 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 EDST2120. Attendance will be recorded. Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet ACECQA and the AITSL Graduate Teacher Standards.

4. Required texts

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

There is one textbook which can be purchased through <https://www.booktopia.com.au>

Fellowes, J. & Oakley, G. (2024). *Language, literacy and early childhood education* (4th 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. 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. Retrieved from: <https://www.acecqa.gov.au/media/35756>
2. NSW Education Standards Authority [NESA]. (2022). *English K-10 Syllabus*. Retrieved from: <https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022>

NOTE: There are also other required readings. Information and/or access to these readings will be provided through the unit's Leganto list and iLearn website. All required and recommended readings are listed on the EDST2120 iLearn site.

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

Unit Schedule

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

| Module | Content |
|--------|---|
| 1 | <p>Perspectives on language and literacy development</p> <ul style="list-style-type: none">• Formal and functional theories of language development• Theories of language, literacy and learning• Multimodal and critical perspectives on language and literacy learning and education |
| 2 | <p>Oral language, literacy and literature</p> <ul style="list-style-type: none">• infants and toddlers• the preschool years• contexts for language and literacy learning<ul style="list-style-type: none">◦ home and long day care◦ play, everyday routines, literacy activities (shared reading, mark making, etc.) |

| Module | Content |
|--------|--|
| 3 | <p>Early literacy: foundations for reading and writing</p> <ul style="list-style-type: none"> • Phonological and phonemic awareness • Alphabetic knowledge • Concepts of print • Vocabulary and oral language • Background knowledge • Print motivation • Drawing and mark making <ul style="list-style-type: none"> • Early language and literacy environments: <ul style="list-style-type: none"> ◦ quantity and quality of talk ◦ singing and nursery rhymes ◦ shared reading ◦ picture book genres ◦ dramatic and pretend play ◦ mark-making and early writing ◦ learning to make meaning with new technologies |
| 4 | <p>Seeing young children as language and literacy learners from birth</p> <ul style="list-style-type: none"> • The Early Years Learning Framework • Observation • Record keeping • Interpretation and evaluation |
| 5 | <p>Language, literacy and culture: language and literacy education for diverse learners</p> <ul style="list-style-type: none"> • English as an additional language or dialect (EAL/D): Bidialectalism • EAL/D: Bilingualism • Social positioning • Gender • Children who experience disability |
| 6 | <p>Planning language- and literacy-rich experiences</p> <ul style="list-style-type: none"> • Literature • Play • New technologies |

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

Policies and Procedures

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

Attendance for undergraduate units

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) 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 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.

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

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

The 5Rs Framework

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

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

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

| Resilient | Reflexive | Responsive | Ready to learn | Research Engaged |
|---|--|---|--|---|
| 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. |

Unit information based on version 2024.02 of the [Handbook](#)