



EDST2120

Teaching Language, Literacies and Literature in Early Childhood

Session 1, Online-scheduled-weekday 2025

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 provides knowledge on the connection between language, literacy, learning and culture in early childhood. Students will examine pedagogies for supporting young children to develop language and literacy from birth through to their transition into primary school. They will draw on current research, policies and pedagogical approaches to examine the value of intentional teaching, play and various forms of children's literature for promoting early language, literacy and literary development in early childhood settings, family and community environments. Students 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: Demonstrate understanding of current research, policies and pedagogical approaches in early language and literacy education.

ULO2: Evaluate the potential of intentional teaching, play- and literature-based learning experiences, and different environments to shape early language and literacy development.

ULO3: Design and evaluate language and literacy learning experiences for young children.

ULO4: Identify opportunities and communicate research-based recommendations for fostering language and literacy learning in early childhood settings.

General Assessment Information

General Submission Information

Please format assessments using 12-point font and 1.5 spacing. All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor. 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. Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Shared Reading Case Study	50%	No	23:55; 06/04/2025
Promoting infant-toddler language and literacy in ECEC settings	50%	No	23:55; 01/06/2025

Shared Reading Case Study

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **23:55; 06/04/2025**

Weighting: **50%**

Students analyse an interaction between an adult and a child aged 3-5 years 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.

On successful completion you will be able to:

- Demonstrate understanding of current research, policies and pedagogical approaches in early language and literacy education.
- Evaluate the potential of intentional teaching, play- and literature-based learning experiences, and different environments to shape early language and literacy development.
- Design and evaluate language and literacy learning experiences for young children.

Promoting infant-toddler language and literacy in ECEC settings

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **23:55; 01/06/2025**

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.

On successful completion you will be able to:

- Demonstrate understanding of current research, policies and pedagogical approaches in early language and literacy education.
- Evaluate the potential of intentional teaching, play- and literature-based learning experiences, and different environments to shape early language and literacy development.
- Design and evaluate language and literacy learning experiences for young children.
- Identify opportunities and communicate research-based recommendations for fostering

language and literacy learning in early childhood settings.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Textbook

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

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: <http://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>
2. Department of Education, Employment and Workplace Relations (DEEWR) (2014). *Developmental Milestones and the EYLF and National Quality Standards*. Barton, ACT: Commonwealth of Australia. Retrieved from: <http://files.acecqa.gov.au/files/ACECQA/2014/developmental-milestonesDevelopmental%20Milestones%20and%20the%20EYLF%20and%20the%20NQS.pdf>

Required and highly recommended readings

Adam, H. (2021). *Transforming practice: Transforming lives through diverse children's literature*. PETAA [Chapter 5, pp. 41-60. "Building a diverse book collection – There is no list!"]

Arthur, L., & Beecher, B. (2014). Pedagogies for extending literacies. In L. Arthur, J. Ashton, & B. Beecher (Eds.) *Diverse literacies and social justice: Implications for practice* (pp. 166-191). Australian Council for Educational Research.

Block, M.K., & Duke, N.K. (2015). Letter names can cause confusion and other things to know about letter-sound relationships. *Young Children*, 70(1), 84-91. Also online: <https://www.naeyc.org/resources/pubs/yc/mar2015/letter-sound-relationships>

Brand, N., Djonov, E., & Degotardi, S. (2022). Toddler-educator decontextualised talk and its value for toddlers' learning. *Early Years*, 1-16.

Cologon, K., & McNaught, M. (2014). Early intervention for literacy learning. In L. Arthur, J. Ashton, & B. Beecher (Eds.) *Diverse literacies and social justice: Implications for practice* (pp. 146-165). Australian Council for Educational Research.

Comber, B. (2013). Critical literacy in the early years: Emergence and sustenance in an age of accountability. In J. Larson, & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy*. (2nd ed., pp. 587-603). SAGE Publications Ltd. doi: 10.4135/9781446247518.n33

Degotardi, S. (2021). The language environment of infant child care: issues of quantity, quality, participation and context. In O. N. Saracho (Ed.), *Contemporary perspectives on research on child care in early childhood education* (pp. 85-107). (Contemporary perspectives in Early Childhood Education). Information Age Publishing.

Degotardi, S., Han, F., & Torr, J. (2018). Infants' experience with 'near and clear' educator talk: individual variation and its relationship to indicators of quality. *International Journal of Early Years Education*, 26(3), 278-294. <https://doi.org/10.1080/09669760.2018.1479632>

Degotardi, S., Torr, J., & Han, F. (2018). Infant educators' use of pedagogical questioning: Relationships with the context of interaction and educators' qualifications. *Early Education and Development*, 29(8), 1004-1018. <https://doi.org/10.1080/10409289.2018.1499000>

Djonov, E. (2019). Bilingualism and multilingualism in early childhood education (Australia). *Bloomsbury Education and Childhood Studies*. doi:10.5040/9781350996298.0010

Flewitt, R. S., Nind, M., & Payler, J. (2009) 'If she's left with books she'll just eat them': Considering inclusive multimodal literacy practices. *Journal of Early Childhood Literacy* 9 (2), 211-233. doi: 10.1177/1468798409105587

Grifenhagen, J. F., Barnes, E. M., Collins, M. F., & Dickinson, D. K. (2017). Talking the talk: translating research to practice. *Early Child Development and Care*, 187(3-4), 509-526. doi:10.1080/03004430.2016.1246444

Hart, B., & Risley, T. (2003). The early catastrophe: The 30-million word gap by age 3. *American Educator*, Spring, Retrieved from: http://archive.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html

Hateley, E. (2014). Touching texts: Adaptations of Australian picture books for tablets. In K. Mallan (Ed.), *Picture books and beyond* (pp. 108-122). Primary English Teaching Association Australia (PETAA).

Hu, J., Degotardi, S., Torr, J., & Han, F. (2019). Reasoning as a pedagogical strategy in infant-addressed talk in early childhood education centres: Relationships with educators' qualifications and communicative Function. *Early Education and Development*, 30(7), 872-886. <https://doi.org/10.1080/10409289.2019.1607449>

Hu, J., Torr, J., Degotardi, S., & Han, F. (2019). Educators' use of commanding language to direct infants' behaviour: relationship to educators' qualifications and implications for language learning opportunities. *Early Years*, 39(2), 190-204. <https://doi.org/10.1080/09575146.2017.1368008>

Lennox, S. (2013). Interactive read-alouds—An Avenue for enhancing children's language for

thinking and understanding: A Review of Recent Research. *Early Childhood Education Journal*, 41(5), 381-389. doi:10.1007/s10643-013-0578-5

Magruder, E., Hayslip, W., Espinosa, L., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1): 8-15.

Massey, S. L. (2013). From the reading rug to the play center: Enhancing vocabulary and comprehensive language skills by connecting storybook reading and guided play. *Early Childhood Education Journal*, 41(2), 125-131. doi:10.1007/s10643-012-0524-y

McDonald, L. (2023). *A new literature companion for teachers (2nd ed.)*. Primary English Teaching Association Australia. [Chapter 6]

Mitchell, K., & Fleet, A. (2014). Aboriginal families and communities: Embracing literacy in the early childhood years. In L. Arthur, J. Ashton, & B. Beecher (Eds.) *Diverse literacies and social justice: Implications for practice* (pp. 126-145). Australian Council for Educational Research.

Millard, E., & Bhojwani, P. (2013). Gender and early childhood literacy. In J. Larson, & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy*. (2nd ed., pp. 35-51). SAGE Publications Ltd. doi: 10.4135/9781446247518.n33

Nemeth, K. N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse language and cultural backgrounds. *Young Children*, 67(4), 49-57.

Newman, K. M., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2015). Using play to promote language comprehension in preschoolers. In A. DeBruin-Parecki & A. van Kleeck (Eds.), *Developing early comprehension: Laying the foundation for reading success* (pp. 35-52). Paul H. Brookes.

Schickedanz, J., & Collins, M. (2013). *So much more than the ABCs: The early phases of reading and writing*. National Association for the Education of Young Children (NAEYC).

Shahaeian, A., Wang, C., Tucker-Drob, E., Geiger, V., Bus, A. G., & Harrison, L. J. (2018). Early Shared Reading, Socioeconomic Status, and Children's Cognitive and School Competencies: Six Years of Longitudinal Evidence. *Scientific Studies of Reading*, 22(6), 485–502. <https://doi.org/10.1080/10888438.2018.1482901>

Snow, C. E. (2008). What counts as literacy in early childhood? In K. McCartney & D. Phillips (Eds.), *Blackwell handbook of early childhood development* (pp. 274-294). Blackwell Publishing. doi: 10.1002/9780470757703.ch14

Torr, J. (2015). Language development in early childhood: Learning how to mean. In J. Webster (Ed.), *The Bloomsbury companion to M. A. K. Halliday* (pp. 242-256). Bloomsbury.

Torr, J. (2018). *Learning to read*. Early Childhood Australia.

Torr, J. (2019). Infants' experiences of shared reading with their educators in early childhood education and care centres: An observational study. *Early Childhood Education Journal*, 47(5), 519-529. <https://doi.org/10.1007/s10643-019-00948-2>

Torr, J. (2020). How 'shared' is shared reading: Book-focused infant–educator interactions in

long day-care centres. *Journal of Early Childhood Literacy*, 20(4), 815-838. <https://doi.org/10.1177/1468798418792038>

Torr, J. (2022). Learning how to mean: M. A. K. Halliday and the language of early childhood. In L. E. Cohen & S. Waite-Stupiansky (Eds.), *Theories of Early Childhood: Developmental, Behaviorist, and Critical*. (2nd Edition) (pp. 75-87). Routledge.

Torr, J. (2023). *Reading Picture Books with Infants and Toddlers: Learning Through Language*. Routledge.

Torr, J., & Pham, L. (2016). Educator talk in long day care nurseries: How context shapes meaning. *Early Childhood Education Journal*, 44(3), 245-254. <https://doi.org/10.1007/s10643-015-0705-6>

Webb, G. L., & Williams, C. J. (2018). Factors affecting language and literacy development in Australian Aboriginal children: Considering dialect, culture and health. *Journal of Early Childhood Research*, 16(1), 104–116. <https://doi.org/10.1177/1476718X17693417>

Weisberg, D. S., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Talking it up: Play, language development, and the role of adult support. *American Journal of Play*, 6(1), 39-53.

Whorral, J., & Cabell, S. Q. (2016). Supporting children's oral language development in the preschool classroom. *Early Childhood Education Journal*, 44(4), 335-341. doi: 10.1007/s10643-015-0719-0

Wolter, I., Braun, E., & Hannover, B. (2015). Reading is for girls!? The negative impact of preschool teachers' traditional gender role attitudes on boys' reading related motivation and skills. *Frontiers in Psychology*, 6, 1267. doi: 10.3389/fpsyg.2015.01267

Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play. *Young Children*, 64(1), 12–21.

Zhang, K., Djonov, E., & Torr, J. (2016). Reading aloud as performance and its representation on television programmes for children. *Social Semiotics*, 26(4), 424-444. doi:10.1080/10350330.2016.1189734

Zheng, Z., Degotardi, S., & Djonov, E. (2021). Supporting multilingual development in early childhood education: a scoping review. *International Journal of Educational Research*, 110, 1-11. [101894]. <https://doi.org/10.1016/j.ijer.2021.101894>

Zheng, Z., Degotardi, S., & Djonov, E. (2024). Translanguaging practices in infant rooms: case studies of Chinese-Australian bilingual infant-educator interactions. *International Journal of Bilingual Education and Bilingualism*, 1–15. <https://doi.org/10.1080/13670050.2024.2320843>

Recommended Readings

Arthur, L., Ashton, J., & Beecher, B. (Eds.) (2014). *Diverse literacies in early childhood: A social justice approach*. Camberwell, Victoria: Australian Council for Educational Research (ACER) Press.

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy (5th edition)*. Routledge.

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

Flint, A. S., Kitson, L., Lowe, K., Shaw, K., Humphrey, S., Vicars, M., & Rogers, J. (2020). *Literacy in Australia: Pedagogies for engagement (3rd ed.)*. John Wiley & Sons Australia, Ltd.

Jalongo, M. R. (2014). *Early Childhood Language Arts (6th edition)*. Boston, MA: Pearson.

Larson, J., & Marsh, J. (Eds.). (2013). *The SAGE handbook of early childhood literacy. (2nd ed.)*. SAGE Publications Ltd.

McGee, L.M., & Richgels, D.J. (2014). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children (2nd Edition)*. Guilford Press.

McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Mercer, L., & Ohi, S. (2013). *Literacy in early childhood and primary education: Issues, challenges and solutions*. Cambridge University Press.

McLeod, S., & McCormack, J. (Eds) (2016). *Introduction to speech, language and literacy*. Oxford University Press.

Morrow, L. M. (2014). *Literacy development in the early years: Helping children read and write (7th edition)*. Pearson.

Schickedanz, J., & Collins, M. (2013). *So much more than the ABCs: The early phases of reading and writing*. National Association for the Education of Young Children (NAEYC).

Scull, J., & Raban, B. (Eds.) (2016). *Growing up literate: Australian literacy research for practice*. Eleanor Curtain Publishing.

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

Woods, A., & Exley, B. (Eds.) (2020). *Literacies in early childhood: Foundations for equity and quality*. Oxford University Press.

Lectures

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

Structure

The unit structure can be found in the university timetable: [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://unitguides.mq.edu.au/unit_offerings/169514/unit_guide/print)

The unit will be delivered using a combination of lectures and tutorials. There will be 15 1-hour lectures, 1-2 each week. Weekly 1.5-hour tutorials/workshops will be held for 'weekday attendance' [on-campus] students and 'online' [external] students.

In 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. 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 of study with the accompanying readings/ preparation will be available on the unit iLearn site.

Information about the unit iLearn site

This unit has a full web presence through iLearn. 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: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Unit Schedule

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

Module 1. Introduction: Perspectives on young children's language, literacy and literature

This module introduces students to perspectives on language and literacy learning in the years from birth to starting school and highlights the value of play and children's literature in supporting early language and literacy.

Module 2. Language, literacy and literature in the preschool years: Foundations for reading and writing

This module focuses on the language, emergent literacy and literary development of 3-5-year-old preschool children and how educators can support it through children's literature, play-based experiences, everyday interactions and digital technologies. This module also deepens students' understanding of the role oral language development plays in supporting children's transition to school and later learning and literacy outcomes.

Module 3. Language, literacy and literature in the infant and toddler years

This module examines the language and literacy development in children aged from birth to 3 years and how educators can support it through children's literature, play-based experiences and everyday interactions. A key focus of this module is developing understanding of the different language and literacy environments infants and toddlers may experience at home and in ECEC settings.

Module 4. Language and literacy education for young children from diverse backgrounds

This module deepens students' knowledge about the variety of the language and literacy learning experiences and engagement with literature that children from diverse cultural and linguistic backgrounds, including Aboriginal and Torres Strait Islander children in Australia, experience in their homes and communities. Students will consider how early childhood

educators can recognise and build on the funds of language, literacy and literary knowledge that all children (including those who speak Standard Australian English as an additional language or dialect) bring to the classroom.

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/>

Academic Success

[Academic Success](#) 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.

Academic Progression Policy

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.

Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the

Bachelor of Education (Early Childhood) and Bachelor of Education (Early Childhood and Primary) are professional qualifications. Activities completed during weekly tutorials (DAY or ONLINE 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 and/or on campus days is expected and will be recorded. 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 to request a change.

Unit information based on version 2025.04 of the [Handbook](#)