General Information

Unit convenor and teaching staff
Jo Fitzgibbon
Jo Fitzgibbon
jo.fitzgibbon@mq.edu.au
Contact via jo.fitzgibbon@mq.edu.au

Emilia Djonov
emilia.djonov@mq.edu.au

Credit points
3

Prerequisites
(39cp including (ECH231 or ECH214)) or admission to GDipAdvStEc

Corequisites

Co-badged status
Offered with ECH433 external offerings (shared recorded lectures)

Unit description
The unit examines the roles of leaders and advocates within the broader early childhood profession. Looking at local, national and international perspectives we analyse the effectiveness of a range of advocacy strategies and seek ways to better understand how early childhood teachers can develop their advocacy effectiveness. Students undertake individual and group work to plan an advocacy campaign based on an area of their professional interest. They develop skills in marketing, communication and the use of technology to sharpen their advocacy approach. This unit will be of interest to all students who wish to extend their professional capacity in the areas of leadership and advocacy.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

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

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral
language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Paper</td>
<td>60%</td>
<td>2 part submission</td>
</tr>
<tr>
<td>Literacy profile</td>
<td>40%</td>
<td>week 13</td>
</tr>
</tbody>
</table>

Position Paper
Due: 2 part submission
Weighting: 60%

Students explore current issues in early childhood literacy education and develop an annotated bibliography and a position paper.

On successful completion you will be able to:

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual
(multimodal) texts and for a range of children from different socio-cultural contexts and
with different abilities

• Ability to examine and evaluate literacy programming options in both prior-to-school and
school-based settings

• Strong understanding of the role of literacy education in promoting social justice for
children experiencing in literacy learning, Indigenous and EAL-D (English as an
additional language or dialect) learners

Literacy profile

Due: **week 13**

Weighting: **40%**

Students will construct a literacy profile of one learner, identify a focus area for literacy support,
plan and implement a literacy program. Strategies, formative and summative evaluations will be
presented to peers and submitted for assessment.

On successful completion you will be able to:

• Critical individual and collaborative engagement with research on multiliteracies,
including new literacies and visual, multimodal and critical literacy

• Critical understanding of the roles adults play in children’s literacy development, of oral
language as foundational for literacy success, and of the development of reading,
writing, and multimodal and critical literacy

• Understanding of the role and value of language and literacy across the curriculum in
prior-to-school and school (K-6) contexts

• Skills in exploring, designing, implementing and evaluating strategies for assessing and
promoting children’s literacy development through a range of literary and factual
(multimodal) texts and for a range of children from different socio-cultural contexts and
with different abilities

• Ability to examine and evaluate literacy programming options in both prior-to-school and
school-based settings

• Strong understanding of the role of literacy education in promoting social justice for
children experiencing in literacy learning, Indigenous and EAL-D (English as an
additional language or dialect) learners

Delivery and Resources

**Delivery, resources and technologies are summarised below:**

The unit is taught through lectures and large group tutorials. Scenario based planning,
assessment tasks and workshop sessions are included in tutorials. Assignments enable the
development of the ability to position oneself in current research-informed literacy debates as well as to teach effectively within diverse contexts. Research-literature searches are required to meet assignment criteria as is the contribution to a writing portfolio which is shared in tutorial writing circles. External students must listen to recorded lectures and contribute to on-line discussions as well as participating in the mandatory on-campus sessions.

Texts: Required


Highly Recommended:


Callow, J. (2013). The Shape of Texts to Come. Sydney: iLit/PETA.


Education Department of Western Australia (2006). First Steps [any two of Maps of Development and Resource books for Reading, Writing, Speaking and Listening]


Unit Schedule

Module 1: Establishing the frame for literacy learning

- Theoretical frames for multiple literacies
- Emergent literacy and play-based learning
- Multimodal literacy, children’s literature and popular culture

Module 2: Literacy Pedagogies

- Scaffolding developing readers
- Scaffolding developing writers
- Teaching spelling, grammar, and genre
- Supporting the literacy development of children experiencing learning difficulties
- Record-keeping and assessment

Module 3: Socially just implementation

- Issues in programming
- Critical Literacy
- Literacy issues for Indigenous and EAL-D (English as an additional language or dialect) learners

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**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.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity Support**

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

**IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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.
Graduate Capabilities

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children's literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:
Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and
with different abilities

- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

- Position Paper
- Literacy profile

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

Assessment tasks

- Position Paper
- Literacy profile
Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

**Assessment tasks**

- Position Paper
- Literacy profile

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.
This graduate capability is supported by:

Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

• Position Paper
• Literacy profile

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and
promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

**Assessment tasks**

- Position Paper
- Literacy profile

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

**Assessment task**

- Literacy profile

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:
Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

Assessment tasks

- Position Paper
- Literacy profile