ECHE210
Play-based Curriculum: Literacy and Numeracy
S1 External 2016

Institute of Early Childhood

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**General Information**

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Credit points  
3

Prerequisites  
24cp

Corequisites

Co-badged status

Unit description  
This unit examines the role of play in supporting young children's literacy and numeracy development from birth to their transition into school. The unit builds students’ capacity to recognise, evaluate and design environments and experiences that encourage play-based learning and enable children with diverse socio-cultural and linguistic backgrounds and abilities to develop the early literacy and numeracy competencies and dispositions essential for academic and social success at school and beyond.

**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](https://www.mq.edu.au/study/calendar-of-dates)

**Learning Outcomes**

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

- Understand the major theoretical developments in early literacy and numeracy
Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
Plan literacy and numeracy learning experiences that consider children’s prior knowledge, interests and experiences
Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years
Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>30%</td>
<td>On-going</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>40%</td>
<td>After on campus</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>30%</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

Assessment 1
Due: On-going
Weighting: 30%

Students post their responses to a question/provocation related to the weekly readings and lecture (150 words) and respond to other students’ postings.

On successful completion you will be able to:
• Understand the major theoretical developments in early literacy and numeracy
• Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
• Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
• Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care,
Assessment 2

Due: **After on campus**  
Weighting: **40%**

Students plan and create three learning environments that support children’s early literacy explorations and development. Each environment will be created for different age groups: 12-24 months; 2-3 year olds; and 3-5 year olds. The planning of these environments must be devised around a theme or topic.

For each environment students will provide a rationale for their selection of resources and layout of the environment. Students will provide an overview of the language and literacy skills to be explored, the relevance of the experiences for children’s development within the context of the Early Years Learning Framework (EYLF) and the role of the educator in these situations. Students should refer to relevant research literature when outlining their rationale.

On successful completion you will be able to:

- Understand the major theoretical developments in early literacy and numeracy
- Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
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Assessment 3

Due: **Week 13**  
Weighting: **30%**

Students design a series of 3 play-based learning experiences that integrate literacy and numeracy and incorporate different types of play for 3 out of 4 different scenarios provided to them. Each scenario focuses on a different age group (birth-12 months; 12-24 months; 2-3 years; 3-5 years) and socio-cultural and –economic early childcare and education setting.

Students will relate each experience to specific literacy and numeracy outcomes in the EYLF and provide a clear, research-based rationale for the selected literacy and numeracy focus of each experience.
On successful completion you will be able to:

- Understand the major theoretical developments in early literacy and numeracy
- Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
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**Delivery and Resources**

**Delivery**

Lecture: 10-11am Thursday in W6B 336

On campus day: Monday 11th April 9am-5pm

**Resources**

There is no required textbook for this unit. Weekly readings will be posted on iLearn.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Thu 3rd March</td>
<td>Orientation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Thu 10th March</td>
<td>Literacy Module</td>
</tr>
</tbody>
</table>
Please note there are no lectures or tutorials in Weeks 7, 8 and 9 as most students will be on practicum.

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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 Services and 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.

**Student Enquiries**

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

**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

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:

Assessment task
- Assessment 3

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
- Understand the major theoretical developments in early literacy and numeracy
- Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
- Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years

Assessment tasks
- Assessment 1
- Assessment 2
- Assessment 3

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**

- Understand the major theoretical developments in early literacy and numeracy
- Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
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**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

**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**

- Critically examine the role of play and intentional teaching in the development of young children’s literacy and numeracy skills
- Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
• Plan literacy and numeracy learning experiences that consider children’s prior knowledge, interests and experiences
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**Assessment tasks**

• Assessment 2
• Assessment 3

**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**

• Critically reflect on, evaluate, develop and apply pedagogies of play, modelling, communicating and questioning to facilitate opportunities for early literacy and numeracy learning
• Plan literacy and numeracy learning experiences that consider children’s prior knowledge, interests and experiences
• Demonstrate a fundamental understanding of the links between literacy and numeracy development, pedagogy and evaluation in the early years
• Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings

**Assessment tasks**

• Assessment 1
• Assessment 2
• Assessment 3
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 outcome**

- Promote access to rich opportunities for developing early literacy and numeracy skills for children from diverse backgrounds across different early childhood education and care, family and community settings