

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Early Childhood Language and Literacies
Unit ID:	ECCEL2020
Credit Points:	15.00
Prerequisite(s):	(EDBED2114 or EDCEL2114)
Co-requisite(s):	Nil
Exclusion(s):	(EDECE2020 and EEZED2721)
ASCED:	070101

Description of the Unit:

This unit explores the theoretical underpinnings and sociocultural perspectives of language and literacy acquisition in early childhood. Key early childhood pedagogical practices and content knowledge, including oral language and early reading and writing will be examined. The symbolic representation of language and the role of multimodal texts will be explored. The importance of emergent literacy skills that lay the foundation for transition to school will be considered. Inclusive practices for language users that have English as an additional language, and Aboriginal and Torres Strait Islander literacies will be explored. Pre-service teachers will use current curricula to plan meaningful language and literacy experiences for children in prior to school settings. This unit supports the second year professional experience in the Bachelor of Education in which students complete 15 days in the education setting specified below for their program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. Education Setting: Bachelor of Education (Early Childhood and Primary): 0 - 2 Years

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component: Yes - 15 days

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Identify language and literacy development in young children and how this impacts teaching practice.
- K2.** Integrate teaching and assessment strategies that are inclusive of learning strengths, linguistic, religious and sociocultural backgrounds.
- K3.** Articulate the key literacy pedagogies in early years contexts.
- K4.** Connect theoretical learning with the practice of teaching in an authentic education environment
- K5.** Receive and reflect on critical and meaningful feedback
- K6.** Inquire into their own and others teaching practice appropriate to the professional experience setting

Skills:

- S1.** Critically reflect on theories of early and emergent language and literacy development.
- S2.** Identify implications of early and emergent language and literacy on inclusive teaching practices.
- S3.** Plan for children's language and literacy learning using inclusive strategies and resources, including ICTs, that engage young learners.
- S4.** Identify strategies for developing language and literacy with children who speak a language other than, or in addition to English.
- S5.** Negotiate professional duties and teaching and learning tasks with the supervising mentor
- S6.** Set personal goals for future learning and research
- S7.** Reflect on strengths and future needs as a learner and as a teacher
- S8.** Document observations and experiences

Application of knowledge and skills:

- A1.** Examine how early language and literacy experiences lay the foundation for language and literacy learning as children transition to school.
- A2.** Demonstrate an ability to plan for language and literacy development using socially inclusive teaching and assessment strategies.
- A3.** Nominate, complete and document personal learning tasks that are relevant to the placement setting
- A4.** Reflect-on-action related to personal learning in an on-line journal
- A5.** Continue to develop an online resource folder that includes tasks based on the Professional Standards, as well other learning

Unit Content:

- Early and emergent language and literacy development Pedagogical practices that support early and emergent literacy Inclusive practices in building language and literacy
- Young children as communicators and story tellers The social contexts of children's early literacy learning
- Young children's developing semantic, syntactic, phonological and orthographic awareness Multimodal texts and multiliteracies in early childhood
- The development of representational abilities The role of the family in literacy development
- English as an additional language, and Aboriginal and Torres Strait Islander literacies Building literate skills for transition to school
- Planning for language and literacy development in educational contexts

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S2, S3, S4, A1, A2	Choose two texts suitable for early childhood and discuss how the texts enhance early and emergent language and literacy development for all children, including those from culturally and linguistically diverse backgrounds. Include a discussion about how this supports young children's transition to school.	Report	40% - 60%
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	Create two teaching resources that can be used to enhance early language and literacy development for children aged three to five years. Trial the resources with one or more young children. Discuss the theoretical rationale for the use of the resources, including pedagogical practices, potential learning outcomes and assessment strategies that would cater for all young children including those from culturally and linguistically diverse backgrounds. After trialing the resources, discuss the modifications and/or additions that could be made to enhance the learning and teaching aspects of the resource.	Resource kit and report	40% - 60%
K2, K3, K6, S2, S3, S4, S5, S6, S7, S8, A1, A2, A3, A4, A5	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre-Service Teacher Learning Log (Form B)	Hurdle	S/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S6, S7, S8, A1, A2, A3, A4, A5	Completion of 15 days placement in the education setting specified for their particular program	Hurdle	S/U

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)