

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Literacy, Language and Literature A
<b>Unit ID:</b>	EDBED2008
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED1011)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED1002 and EDBED2006 and EDBED2101 and EDFGC2020)
<b>ASCED:</b>	070301

## Description of the Unit:

This unit is designed to develop PSTs comprehensive understanding of literacy, language, and literature in the early years of primary education, with a focus on research-based explicit teaching, modelling, and scaffolding practices. It covers systematic reading instruction, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, while connecting theory to current curriculum frameworks. The unit emphasises the impact of explicit reading and writing comprehension instruction across the curriculum and explores effective teaching and assessment strategies. It also highlights the role of children's literature in learning and encourages reflection on personal literacy strengths, equipping students to implement evidence-based practices in diverse classroom contexts.

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

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

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

### Learning Outcomes:

#### Knowledge:

- K1.** Investigate the role of literacy, language and literature in primary education with a specific focus on the early primary years and understand research into how explicit teaching, modelling, and scaffolding support literacy learning.
- K2.** Recognise that literacy is multiliterate, multimodal and explore its integration into effective classroom practice.
- K3.** Understand how phonological awareness, phonics, fluency, vocabulary, comprehension and oral language underpin the development of reading and writing.
- K4.** Examine research based practices for the teaching and assessment of reading, writing, spelling, grammar, oral language, and visual literacies.
- K5.** Link curriculum policies with school and classroom literacy planning using current curriculum documents.

#### Skills:

- S1.** Implement explicit teaching and learning strategies for reading, writing, spelling, grammar, oral language and visual literacies in the early primary years.
- S2.** Integrate a range of multimodal children's literature into literacy instruction.
- S3.** Identify effective practices to support students experiencing challenges in literacy development.
- S4.** Develop and implement a learning plan to strengthen personal literacy knowledge and skills.

#### Application of knowledge and skills:

- A1.** Demonstrate an understanding of the key components of reading in the early years of primary school, effective strategies for teaching reading, and the role of children's literature, supported by relevant peer-reviewed research.
- A2.** Plan and design lesson sequences that incorporate explicit teaching practices integrating reading and writing activities aligned with current curriculum frameworks, to support literacy learners at an early primary year level.

#### Unit Content:

- The nature and scope of language, literacy, and literature pedagogies in early primary education, with a focus on explicit teaching, modelling, and scaffolding practices.
- Translating current theories and curriculum frameworks into effective classroom practice, with a focus on research-based strategies for teaching literacy.
- Designing appropriate practices to incorporate multimodal texts and multiliteracies into early years classroom contexts.
- The role of children's literature in planning, teaching, and learning processes, and its integration into reading and writing instruction.
- An overview of research-informed teaching and assessment practices for reading, writing, spelling, grammar, oral language, and visual literacies, with attention to systematic and explicit instruction.
- Recognising and planning for literacy experiences across all areas of the curriculum, supporting literacy

development through integrated activities.

- Strengthening personal literacy skills that are fundamental to success as a teacher.

## 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"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	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"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	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"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
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"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S3, A1	Investigate the multifaceted aspects of reading in the early years of primary school. Discuss key components of reading, effective strategies for teaching and the role of children's literature. Discussion should be supported by relevant peer-reviewed research.	Research essay	40-60%
K1, K2, K3, K4, K5, S1, S2, S3, A1, A2	Analyse an early year's literacy case study in relation to the current curriculum framework, and other pertinent assessment approaches. Create a series of effective learning experiences which include teaching practices to support and scaffold literacy development for all literacy learners.	Extended analytical response and learning sequence	40-60%
S4	Evaluation, reflection and action plan on personal literacy capabilities obtained from feedback from previous assessments and literacy practice tests.	Personal Literacy Reflection and Action Plan	S/U

**Adopted Reference Style:**

APA ( )

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

 Fed Cite - [referencing tool](#)