



Course Outline (Higher Education)

School:	School of Education
Course Title:	EARLY CHILDHOOD LANGUAGE AND LITERACIES
Course ID:	EDECE2020
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE1015)
ASCED:	070101

Description of the Course:

This course is designed to allow Pre-Service Teachers (PST) to explore the theoretical underpinnings and sociocultural perspectives of language development and literacy acquisition in early childhood. The symbolic representations of language through play-based pedagogies and other key literacy pedagogies in early childhood will be examined. The design and function of multimedia texts, digital technologies, popular culture and new media is examined. PSTs will explore socially inclusive practices that include language users that have English as an additional language, language and diversity and Aboriginal and Torres Strait Islander literacies. PSTs will use current curricula (EYLF) to plan meaningful language and literacy experiences for children in prior-to-school settings.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Skills:

- S1.** Critically reflect on language and literacy theory.
- S2.** Identify implications of language and literacy theory 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.

Application of knowledge and skills:

- A1.** Examine and critique language development theory and its impact on language and literacy learning within and outside of educational contexts.
- A2.** Examine how early language and literacy experiences lay the foundation for language and literacy learning as children transition to school.
- A3.** Demonstrate an ability to plan for language and literacy development using socially inclusive teaching and assessment strategies.

Course Content:

Topics to include

- Frameworks for learning language
- The social contexts of children's early literacy learning
- Emergent literacy
- Becoming literate
- The child's developing semantic, syntactic, phonological and orthographic awareness
- The development of representational abilities
- The role of the family in literacy development
- The place of storytelling and reading by others
- Development of storytelling by young children
- Popular culture, influences of new media and digital technology
- Working with differences in children's pathways to literacy
- The impact of sociocultural differences on children's literacy development
- Bilingual identities and literacy practices
- Understanding literacy in prior to school
- Multiliteracies, globalization, critical literacies and diversity
- Children as writers

Values:

- V1.** Appreciate the place of language and literacies in children's lives and learning both within and outside of educational contexts
- V2.** Recognise diverse and bilingual literacies and their role in early learning contexts

- V3.** Recognise and make connections between early language and literacy experiences and later development in the early years of school.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S2; A1	AT1; AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; S4; A3	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	Not applicable	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A2, A3; APST: 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.5, 5.1	Create two teaching resources that can be used to enhance early language and literacy development for children aged three to five years. Provide a report which includes a theoretical rationale for the use of these resources, including potential learning outcomes and assessment strategies to cater for young children including those from culturally and linguistically diverse backgrounds.	Resource Kit and Report	40-60%
K1, K2, K3, S2, S3, S4, A1, A2, A3; APST: 1.5, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 5.1	Discuss language and literacy development including written, visual, multimedia, performance, and spoken text awareness in the early years. Modify the two previously developed learning resources to include examples of the above literacy modes. New learning outcomes and assessment strategies will be required.	Report	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate

<p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	Yes	Intermediate
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	Yes	Intermediate
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	Yes	Intermediate
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	Yes	Intermediate
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	Yes	Intermediate