

# Course Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Course Title:** EARLY CHILDHOOD LANGUAGE AND LITERACIES

**Course ID:** EDMAS6032

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070101

**Description of the Course:**

This course is designed to allow Pre-Service Teacher (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 and Victorian Curriculum) to plan meaningful language and literacy experiences for children in prior-to-school settings and as they transition to school

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

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** No

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Demonstrate an understanding of language and literacy development in young children and how this impacts teaching practice
- K2.** Demonstrate an understanding of teaching and assessment strategies that are inclusive of learning strengths, dispositions, linguistic, religious and sociocultural backgrounds
- K3.** Articulate the key literacy pedagogies in early childhood contexts
- K4.** Demonstrate an ability to use curricula framework learning outcomes in the planning, implementation and assessment of language and literacy learning

#### Skills:

- S1.** Identify implications of language and literacy theory and critically reflect on the impact of theory on inclusive teaching practices
- S2.** Plan for children's language and literacy learning using inclusive strategies and resources, including ICTs, that engage young learners
- S3.** 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 be covered may include:

- Frameworks for learning language, including the development of semantic, syntactic, phonological and orthographic awareness
- The social contexts of children's early literacy learning
- Emergent literacy and how this is modelled
- 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 settings

- Multiliteracies globalization, critical literacies and diversity
- Children as mark and meaning makers
- Children's awareness of print and symbols prior to school
- Literacy Assessment

## 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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	S3	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K4, S2, A3	AT3
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K2, K3, S1, A1, A2	AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	Not applicable	AT3
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and 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, S1 A1 APST 1.2	Respond to forum discussion questions.	Hurdle	S/U
K1, K2, K3, K4, S1, S2, S3, A2, A3, APST 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	Literacy resource kit Using a current curriculum framework and knowledge of early language and literacy development, create five resources that can be used to enhance early language and literacy development for children aged 3-5 years of age. Provide a rationale for the inclusion of each resource and suggest ways the resource can be used to meet language and literacy outcomes. The report will also highlight how resources cater for young children from culturally and linguistically diverse backgrounds	Resource Kit and Report	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A2, A3, APST 1.5, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 5.1	Observation of a child's developing written, visual, spoken, multimedia and performance text awareness While on placement with children under 3 years of age, PSTs are to collect and document a series of observations with the focus on early language and literacy development. Based on the documentation and summary of the child's language and literacy development, the PST is to plan, implement, assess and evaluate indoor and outdoor experiences that build on the child's language and literacy development. PST is to write a brief report that summarises the child's language and literacy development and how the planned experiences contribute to further development. Fully evaluated learning experience plans and observational documentation should be included as appendices	Report	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**                      No

Date:

### 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
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander 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		

<p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	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>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