

Version Date: July, 2021, S2

Subject Code: ECCDD202A

Subject Name: Communication, Language and Literacy

Course Code: HE20510

Course Name: BACHELOR OF EARLY CHILDHOOD EDUCATION AND CARE
(BIRTH- 5)

Contents

Contents.....	2
1. Introduction	3
1.1. Subject overview	3
1.2. Pre-requisites	3
1.3. Co-requisites.....	3
1.4. Credit points	3
1.5. Subject duration	3
2. Subject learning outcomes	4
3. Assessment.....	4
4. Subject schedule.....	5
5. Recommended reference materials	21
5.1. Prescribed text.....	21
5.2. Recommended texts.....	21
5.3. Recommended readings.....	21
6. Additional information	22
6.1 Subject grading.....	22
6.2 Submission requirements/late submission procedure	22
6.3 Student conduct and academic standards	23
6.4. Approaches to teaching and learning	24
Appendix 1 – Assessment Details	26

1. Introduction

1.1. Subject overview

This subject is designed to provide students with the opportunity to explore different philosophies in language learning and instruction and build a theoretical framework to understand language and literacy development in the early childhood years. This subject will develop the student's ability to design and implement appropriate learning experiences to promote language and literacy in the context of a play-based curriculum. Students will explore contemporary issues in early literacy teaching and learning, and investigate inclusive ways to support a range of learners in a range of contexts.

1.2. Pre-requisites

You must have successfully completed the following subject before attempting this subject:

Nil

1.3. Co-requisites

To maximise your learning in this subject, you must complete the following subject at the same time as attempting this subject:

Nil

1.4. Credit points

This subject is worth 10 credit points.

1.5. Subject duration

Weekly face to face contact hours are 4 hours per week over 12 weeks.

- Lectures 2 hours per week
- Tutorials 2 hours per week

In addition, students are expected to undertake 6 hours per week of private study in order to achieve the subject learning outcomes.

2. Subject learning outcomes

At the end of this subject students will be able to:

1. Demonstrate in-depth knowledge of language and literacy development and relevant early childhood language theories.
2. Deconstruct language learning and instructional approaches for a range of diverse learners.
3. Demonstrate in-depth knowledge of language and literacy components and concepts.
4. Demonstrate a range of relevant instructional approaches, teaching pedagogies and experiences for language and literacy learning using play-based approaches.

3. Assessment

The table below summarises assessment requirements for this subject. Further details about assessment requirements including submission requirements and grading criteria are provided in the Appendices of this Subject Guide as well as on the subject Moodle.

Assessment Event	Due Date	Learning Outcomes Assessed	Weighting
1. Research Tasks	Week 4	1 and 4	30%
2. Essay	Week 7	2	30%
3. Literacy Resource Teaching Kit	Week 12	3 and 4	40%

4. Subject schedule

The weekly schedule below must be read in conjunction with information provided on the subject Moodle.

WEEK NO:	TOPICS AND ACTIVITIES
Week 1	<p>Topic: Introduction to communication, language, and literacy</p> <ol style="list-style-type: none"> 1. The importance of early language learning 2. Language and cognition 3. Language and speech: Expressive and receptive <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J. & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapters 1 and 2).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapters 1, 3 and 8).</p> <p>Weekly readings text:</p> <p>Berk, L. (2013). <i>Child development</i> (9th ed.). Pearson Education. (Chapter 9).</p> <p>Machado, J. (2016). <i>Early childhood experiences in language arts</i>. Cengage Learning. (Chapter 1).</p> <p>Readings:</p> <p>Australian Children's Education and Care Quality Authority. (2018). <i>Guide to the National Quality Framework</i>. http://www.acecqa.gov.au/national-quality-framework-resource-kit</p> <p>Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (2009). <i>Belonging, being & becoming: The early years learning framework for Australia</i>. https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia</p> <p>Department of Education, Employment and Workplace Relations. (n.d.). <i>Developmental milestones and the Early Years Learning Framework and the National Quality Standards</i>. https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>Honig, A. S. (2017). Language insights for caregivers with young children. <i>Early Child Development and Care</i>, 187(3-4), 527-541. https://doi.org/10.1080/03004430.2016.1263917</p> <p>Speech Pathology Australia. (2017). <i>Communication milestones kit</i>. https://www.speechpathologyaustralia.org.au/SPAweb/Resources for the Public/Children Communication Milestones/SPAweb/Resources for the Public/Communication Milestones/Communication Milestones.aspx?hkey=fb6753df-a757-4c4a-8100-aaebdd4451fd (Read 'Information sheet: 3 years').</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Develop a definitions dictionary and define the terms language, communication and literacy. For each definition give practical examples. You will be adding key terms and definitions to the dictionary each week. • Develop a communication, language and literacy theories and theorists fact sheet. This fact sheet should be designed so that you can add to it as new theories and theorists are discussed each week. • Locate and present a children's song that requires the children to use expressive and receptive oral language skills.
Week 2	<p>Topic: Theoretical perspectives on language learning</p> <ol style="list-style-type: none"> 1. Language theories 2. Communication, language, and literacy in the EYLF <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapter 2).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapters 1 and 4).</p> <p>Weekly readings texts:</p> <p>Berk, L. (2013). <i>Child development</i> (9th ed.). Pearson Education. (Chapter 9).</p> <p>Machado, J. (2016). <i>Early childhood experiences in language arts</i>. Cengage Learning. (Chapters 2 & 3).</p> <p>Readings:</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>Australian Curriculum, Assessment and Reporting Authority. (n.d.). <i>F-10 curriculum: English</i>. The Australian Curriculum. http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1</p> <p>Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (2009). <i>Belonging, being & becoming: The early years learning framework for Australia</i>. https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia. (Outcome 5).</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Create developmental milestone cheat sheets for each of the elements of language and literacy development. These sheets should contain information on 2-3 year olds, 3-4 year olds, 4-5 year olds and 5-6 year olds. • There are eight (8) key elements to Language Development in Young Children. Design a two (2) page fact sheet on Literacy Development in Children. • There are four (4) key elements to Literacy Development in Young Children. Design a two (2) page fact sheet on Literacy Development in Children.
Week 3	<p>Topic: Understanding oral language</p> <ol style="list-style-type: none"> 1. Properties of language 2. Components of language 3. Language functions (Halliday) 4. Language register 5. Listening 6. Multiliteracies: User types 7. Socio-cultural perspective (Freebody & Luke) 8. Types of language used in play <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapter 3).</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>Fellows, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapter 1).</p> <p>Weekly readings text:</p> <p>Machado, J. (2016). <i>Early childhood experiences in language arts</i>. Cengage Learning. (pp 107-127).</p> <p>Readings:</p> <p>Hay, I., & Fielding-Barnsley, R. (2012). Social learning, language and literacy. <i>Australasian Journal of Early Childhood</i>, 37(1), 24-29. https://doi.org/10.1177/183693911203700104</p> <p>Oddo, J.M., & Castleberry, L. (2013). <i>The importance of play in the development of language skills</i>. http://www.theministryofparenting.com/wp-content/uploads/2018/05/The-Importance-of-Play-in-the-Development-of-Language-Skills.pdf</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Design a play based language and literacy learning space and opportunities for children. Take photos of you space and write a paragraph explaining how it will develop language and literacy skills. If you are in class we will do this in the play session room, if you are not in class design one in your workplace or at home. • Design a digital poster outlining the language variations teachers need to consider in the learning environment. • Research, identify and select two (2) play based language development resources for babies, toddlers and pre-schoolers.
Week 4	<p>Topic: Meeting the needs of diverse learners</p> <ol style="list-style-type: none"> 1. Language and culture 2. Aboriginal English 3. Bilingualism 4. Language delays 5. Language diversity <p>Prescribed & recommended texts:</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapters 5 and 6).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapters 3 and 4).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (pp. 32 -48).</p> <p>Readings:</p> <p>Australian Curriculum, Assessment and Reporting Authority. (n.d.). F-10 curriculum: English. <i>The Australian Curriculum</i>. http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1</p> <p>Flückiger, B., Diamond, P., & Jones, W. (2012). Yarning space: Leading literacy learning through family-school partnerships. <i>Australasian Journal of Early Childhood</i>, 37(3), 53-59. https://doi.org/10.3316/ielapa.736066505352023</p> <p>Gervain, J., & Werker, J. F. (2013). Prosody cues word order in 7-month-old bilingual infants. <i>Nature Communications</i>. 4(1490). https://doi.org/10.1038/ncomms2430</p> <p>Hill, S., Glover, A., & Colbung, M. (2011). My favourite book! Young Aboriginal children's book choices. <i>Australasian Journal of Early Childhood</i>, 36(1), 77- 84. https://doi.org/10.3316/ielapa.950562009885432</p> <p>Klieve, H., & Fluckiger, B. (2015). Towards an evidence base: Exploring the impact of community-based literacy programs in remote Indigenous communities. <i>Australasian Journal of Early Childhood</i>, 40(2), 89-98. https://doi.org/10.3316/aeipt.209151</p> <p>Maher, M., & Bellen, L. (2015). Smoothing children's transition into formal schooling: Addressing complexities in an early literacy initiative in remote Aboriginal</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>communities, Northern Territory, Australia. <i>Early Childhood Education Journal</i>, 43(1), 9-17. https://doi.org/10.1007/s10643-013-0630-5</p> <p>McTurk, N., Lea, T., Robinson, G., Nutton, G., & Carapetis, J. R. (2011). Defining and assessing the school readiness of Indigenous Australian children. <i>Australasian Journal of Early Childhood</i>, 36(1), 69-76. https://doi.org/10.3316/ielapa.950524743942916</p> <p>NSW Government. (n.d.). <i>Bilingual children and families in early childhood services</i> [Factsheet]. http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-5.pdf</p> <p>Pelatti, C. Y., Piasta, S. B., Justice, L. M., & O'Connell, A. (2014). Language- and literacy-learning opportunities in early childhood classrooms: Children's typical experiences and within-classroom variability. <i>Early Childhood Research Quarterly</i>, 29(4), 445-456. https://doi.org/10.1016/j.ecresq.2014.05.004</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Design a range of play experiences to develop emergent language and literacy skill in young children from culturally and linguistically diverse backgrounds. • Develop a one-page fact sheet for educators working with CALD learners and ATSI families. <p>Assessment task 1 due.</p>
Week 5	<p>Topic: Infants and toddlers</p> <ul style="list-style-type: none"> • Language development and milestones • Responding to communication • Encouraging communication • Using routine times to promote language • Resources to support language acquisition and development <p>Prescribed & recommended texts:</p>

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	<p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapter 4).</p> <p>Fellows, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press (Chapter 4 and pp. 79- 82).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (Chapters 2 - 3).</p> <p>Readings:</p> <p>Aisling, M., & Egan, S. M. (2014). Does reading to infants benefit their cognitive development at 9-months-old? An investigation using a large birth cohort survey. <i>Child Language Teaching and Therapy</i>, 30(3), 303-315. https://doi.org/10.1177/0265659013513813</p> <p>Connor, J. (2013). Noticing and recording learning. <i>EYLP PLP e-Newsletter</i>, (55), 1-4. https://kts.edu.au/wp-content/uploads/2014/07/CHCECE024-NQS_PLP_E-Newsletter_No55.pdf</p> <p>Hay, I., & Fielding-Barnsley, R. (2012). Social learning, language and literacy. <i>Australasian Journal of Early Childhood</i>, 37(1), 24-29. https://doi.org/10.1177/183693911203700104</p> <p>Honig, A. S. (2017). Language insights for caregivers with young children. <i>Early Child Development and Care</i>, 187(3-4), 527-541. https://doi.org/10.1080/03004430.2016.1263917</p> <p>Vouloumanos, A., & Curtin, S. (2014). Foundational tuning: How infants' attention to speech predicts language development. <i>Cognitive Science</i>, 38(8), 1675-1686. https://doi.org/10.1111/cogs.12128</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Compile a document outlining the key milestones for 0-6 months, 6-12 months communication, language and literacy development. This document should be designed so that you can add to it as new milestones are introduced throughout this subject. • Add the terminology introduced this week to the definitions database created in week 1.

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	<ul style="list-style-type: none"> • Research the 44 sounds of oral language development and develop a one page poster. • Write a 1/2 page newsletter article for parents on oral language development.
Week 6	<p>Topic 1: Pre-schoolers</p> <ol style="list-style-type: none"> 1. Language development and milestones 2. Using routine times to promote language <p>Topic 2: Assessment and documentation</p> <ol style="list-style-type: none"> 1. Assessment of speaking and listening 2. Documenting children’s learning <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapter 12).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapters 4 and pp. 83- 84).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (Chapters 1, 2, 3, 5 and 7).</p> <p>Readings:</p> <p>Watson, R., & Wildy, H. (2014). Pedagogical practice of early childhood teachers: Explicit enhancement of students’ literacy. <i>Australian Journal of Early Childhood</i>, 39(2), 82-90. https://doi.org/10.3316/ielapa.365458281892942</p> <p>Whorrall, J., & Cabell, S. Q. (2015). Supporting children’s oral language development in the preschool classroom. <i>Early Childhood Education Journal</i>, 44(4), 335-341. https://doi.org/10.1007/s10643-015-0719-0</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Using the language development process of oral language complete the learning experiences template provided by your academic.

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	<ul style="list-style-type: none"> • Watch the video 'Linking literacy learning through outdoor play' (https://www.youtube.com/watch?v=yYLRDiPH9sk). Write up a documentation, planning and assessment record on the video.
Week 7	<p>Topic: Interactions to support language learning</p> <ol style="list-style-type: none"> 1. Blank's levels of talk 2. Questions 3. Framework of questions: Splitter & Sharp 4. Encouraging vocabulary development and decontextualised language 5. Discussions and conversations 6. Applying these strategies to infants, toddlers, and pre-schoolers <p>Prescribed & recommended texts:</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapter 8).</p> <p>Readings:</p> <p>Davis, B., Van Der Feest, S., & Yi, H. (2018). Speech sound characteristics of early words: Influence of phonological factors across vocabulary development. <i>Journal of Child Language</i>, 45(3), pp. 673-702. https://doi.org/10.1017/S0305000917000484</p> <p>Speech Pathology Australia. (2017). <i>Communication Milestones Kit</i>. https://www.speechpathologyaustralia.org.au/SPAweb/Resources for the Public/Children Communication Milestones/SPAweb/Resources for the Public/Communication Milestones/Communication Milestones.aspx?hkey=fb6753df-a757-4c4a-8100-aaebdd4451fd</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Add the terminology introduced this week to the definitions database created in week 1. • Add vocabulary developmental milestones to your language and literacy milestones database. • Develop a digital poster of the development of children's vocabulary (including word lists for each age group) <p>Assessment task 2 due.</p>

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Week 8	<p>Topic: Books & storytelling</p> <ol style="list-style-type: none"> 1. Choosing books for infants 2. Choosing books for toddlers 3. Choosing books for pre-schoolers 4. Shared reading 5. Reading aloud 6. Incorporating Blank’s levels of talk into reading <p>Prescribed & recommended texts:</p> <p>Fellowes, J., & Oakley, G. (2014). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press (Chapter 2 pp. 112- 119 and pp. 168 - 170).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (pp. 37-39).</p> <p>Readings:</p> <p>Newman, L., Arthur, L., Staples, K., & Woodrow, C. (2016). Recognition of family engagement in young children’s literacy learning. <i>Australian Journal of Early Childhood</i>, 41(1), 73-81. https://doi.org/10.3316/aeipt.212003</p> <p>Sim, S., & Berthelesen, D. (2014). Shared book reading by parents with young children: Evidenced-based practice. <i>Australasian Journal of Early Childhood</i>, 39(1), 50-55. https://doi.org/10.3316/ielapa.192581574559362</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Select a children's storybook and practice read aloud strategies. Once you are confident record your reading of the book • Locate and present a told story that utilises the components of storytelling. • Develop a one page fact sheet on reading and comprehension topics presented this week. • Write a 1/2 page newsletter article for parents on children's reading and comprehension development in early childhood.
Week 9	Topic: Environments to support communication and language

WEEK NO:	TOPICS AND ACTIVITIES
	<ol style="list-style-type: none"> 1. Setting up the environment to support talking and listening 2. Resources 3. Group time experiences 4. Assessing early childhood environments to support communication and language <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapters 7-8).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press. (Chapters 7 and 9).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (Chapter 6).</p> <p>Readings:</p> <p>Block, M. K., & Duke, N. K. (2015). Letter names can cause confusion and other things to know about letter-sound relationships. <i>YC: Young Children</i>, 70(1), 84-91.</p> <p>Campbell, S. (2015). Feeling the pressure: Early childhood educators' reported views about learning and teaching phonics in Australian prior-to-school settings. <i>Australian Journal of Language and Literacy</i>, 38(1), 12-26.</p> <p>Hornsby, D., & Wilson, L. (2014). Early literacy is more than phonics. <i>Practically Primary</i>, 19(3), 12-15.</p> <p>Vaish, V. (2014). Whole language versus code-based skills and interactional patterns in Singapore's early literacy program. <i>Cambridge Journal of Education</i>, 44(2), 199-215. https://doi.org/10.1080/0305764X.2013.863830</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • In small groups and using the language development process of vocabulary development design a fact sheet containing: <ul style="list-style-type: none"> ○ an introduction to vocabulary and its importance to language learning and development ○ language and literacy concepts in vocabulary,

WEEK NO:	TOPICS AND ACTIVITIES
	<ul style="list-style-type: none"> ○ teaching strategies for developing vocabulary ○ five (5) learning experience plans which include an activity name and description, learning outcomes, preparation, delivery, teaching strategies, three (3) intentional questions teachers could ask, links to the EYLF and Australian Curriculum (where appropriate), links to theoretical approaches.
Week 10	<p>Topic: Emergent writing</p> <ol style="list-style-type: none"> 1. Print conventions and functions 2. Infant and toddler writing development 3. Resources to support infant and toddler writing 4. Pre-schooler writing development 5. Resources to support pre-schooler writing 6. Foundation handwriting style <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapter 9).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press (Chapters 16, 18, 20, 21 and 22).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (Chapter 8 and pp. 106-110).</p> <p>Readings:</p> <p>Guo, K., & Mackenzie, N. (2015). Signs and codes in early childhood: An investigation of young children’s creative approaches to communication. <i>Australasian Journal of Early Childhood</i>, 40(2), 78-87. https://doi.org/10.1177/183693911504000210</p> <p>Lindstrand, S. H., & Willen, P. B. (2016). ‘When you give them a pencil they often say they’re writing’: Preschool teachers’ categorisation of written language work with toddlers. <i>Australasian Journal of Early Childhood</i>, 41(1), 90-99. http://doi.org/10.3316/informit.024500801430130</p>

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	<p>Mackenzie, N., & Hemmings, B. (2014). Predictors of success with writing in the first year of school. <i>Issues in Educational Research</i>, 24(1), 41-54.</p> <p>Mackenzie, N., & Veresov, N. (2013). How drawing can support writing acquisition: Text construction in early writing from a Vygotskian perspective. <i>Australasian Journal of Early Childhood</i>, 38(4), 22-29. https://doi.org/10.3316/ielapa.819014807203395</p> <p>Papandreou, M. (2014). Communicating and thinking through drawing activity in early childhood. <i>Journal of Research in Childhood Education</i>, 28(1), 85-100. https://doi.org/10.1080/02568543.2013.851131</p> <p>Puranik, C. S., & Lonigan, C. J. (2014). Emergent writing in pre-schoolers: Preliminary evidence for a theoretical framework. <i>Reading Research Quarterly</i>, 49(4), 453-467. https://doi.org/10.1002/rrq.79</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Add the terminology introduced this week to the definitions database created in week 1. • Add writing and spelling developmental milestones to your language and literacy milestones database. • Research and locate the NSW Department of Education Foundation Style Handwriting font, practice your own writing skills using the NSW foundation handwriting font. • Design a learning space for 3-5 year olds based on writing development
Week 11	<p>Topic: Environments to support literacy</p> <ul style="list-style-type: none"> • Print in the environment: Environmental and functional print • Displays • Book area • Literacy area • Assessing early childhood environments to support literacy • Critical Literacy <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapters 7-8).</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press (Chapters 10, 11, 12, 13, 14 and 23).</p> <p>Palmer, S., Bayley, R., & Raban, B. (2014). <i>Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years</i>. Teaching Solutions. (Chapter 6).</p> <p>Readings:</p> <p>Australian Curriculum, Assessment and Reporting Authority. (n.d.). F-10 curriculum: English. <i>The Australian Curriculum</i>. http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1</p> <p>Children’s Book Council of Australia. (n.d.). <i>Home page</i>. http://cbca.org.au/</p> <p>Let’s Read. (n.d.). <i>Home page</i>. http://www.letsread.com.au/Home</p> <p>NSW Department of Education. (2015). <i>New phonics resource to improve reading skills</i> [Media release]. https://www.boardofstudies.nsw.edu.au/news-media/pdf_doc/150909-new-phonics-resource.pdf</p> <p>Reading Rockets. (n.d.). <i>Reading topics A-Z</i>. http://www.readingrockets.org/atoz</p> <p>Topsfield, J. (2010, August 26). <i>Teacher reaps reward of truce in ‘reading wars’</i>. The Sydney Morning Herald. http://www.smh.com.au/national/education/teacher-reaps-reward-of-truce-in-reading-wars-20100825-13s7k.html</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • In small groups and using the language development process of reading development design a fact sheet containing <ul style="list-style-type: none"> ○ an introduction to reading and its importance to language to language learning and development ○ language and literacy concepts in reading, ○ teaching strategies for developing reading ○ five (5) learning experiences (1 x babies, 1 x toddlers, 1 x pre-schoolers, 1 x kindergarten and 1 x stage 1) for developing reading. ○ five (5) learning experience plans which include an activity name and description, learning outcomes, preparation, delivery, teaching

WEEK NO:	TOPICS AND ACTIVITIES
	<p>strategies, three (3) intentional questions teachers could ask, links to the EYLF and Australian Curriculum (where appropriate), links to theoretical approaches.</p> <ul style="list-style-type: none"> • Select a children's book. Read through the book. Reread the book adding the following strategies 'Interactive read-aloud, analytic talk and expressive engagement'. Read the book through 5 more times using these strategies. Pair up and read aloud your selected book demonstrating the teaching strategies to your partner. Critique each other's reading and develop 3 improvement strategies you can work on.
Week 12	<p>Topic: Moving into the Foundation Stage</p> <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Language, Literacy and Digital Technologies <p>Prescribed & recommended texts:</p> <p>Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Cambridge University Press. (Chapters 5, 6 and 11).</p> <p>Fellowes, J., & Oakley, G. (2020). <i>Language, literacy and early childhood education</i> (3rd ed.). Oxford University Press (Chapters 25-26).</p> <p>Readings:</p> <p>Charlton, S. (2013). Screen time for children: The implications for health. <i>Every Child</i>, 19(4), 12. http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/04/EC1304_Charlton.pdf</p> <p>Epstein, A. (2013). Using technology appropriately in the preschool classroom. <i>High Scope Extensions</i>, 28(1). https://highscope.org/wp-content/uploads/2018/08/162.pdf</p> <p>Flores-Koulish, S. A., & Smith-D'Arezzo W. M. (2016). The three pigs: Can they blow us into critical media literacy old school style. <i>Journal of Research in Childhood Education</i>, 30(3), 349-360. https://doi.org/10.1080/02568543.2016.1178673</p> <p>Hedges, H. (2011). Rethinking Sponge Bob and Ninja Turtles: Popular culture as funds of knowledge for curriculum co-construction. <i>Australasian Journal of</i></p>

WEEK NO:	TOPICS AND ACTIVITIES
	<p><i>Early Childhood</i>, 36(1). 25-29. https://doi.org/10.1177/183693911103600105</p> <p>Hopkins, L., Green, J., & Brookes, F. (2013). Books, bytes and brains: The implications of new knowledge for children’s literacy learning. <i>Australasian Journal of Early Childhood</i>, 38(1), 23-28. https://doi.org/10.1177/183693911303800105</p> <p>Howard, V., & Wallace, M. (2016). Today’s tech literacy tools: Parental perceptions of apps for pre-schoolers. <i>Children & Libraries: The Journal of the Association for Library Service to Children</i>, 14(1), 3-9. https://doi.org/10.5860/cal.14n1.3</p> <p>Kim, S. J. (2016). Opening up spaces for early critical literacy: Korean kindergarteners exploring diversity through multicultural picture books. <i>Australian Journal of Language and Literacy</i>, 39(2), 176-187.</p> <p>Lennox, S. (2013). Interactive read-alouds: An avenue for enhancing children’s language for thinking and understanding: A review of recent research. <i>Early Childhood Education Journal</i>, 41(5), 381-389. https://doi.org/10.1007/s10643-013-0578-5</p> <p>McLean, K. (2013). Literacy and technology in the early years of education: Looking to the familiar to inform educator practice. <i>Australasian Journal of Early Childhood</i>, 38(4), 30-41. https://doi.org/10.3316/ielapa.819033440174654</p> <p>National Association for the Education of Young Children. (2012). <i>Technology and interactive media as tools in early childhood programs serving children from birth through age 8</i>. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf</p> <p>Newman, L., Arthur, L., Staples, K., & Woodrow, C. (2016). Recognition of family engagement in young children’s literacy learning. <i>Australasian Journal of Early Childhood</i>, 41(1), 73-81. https://doi.org/10.3316/aeipt.212003</p> <p>Sim, S., & Berthelesen, D. (2014). Shared book reading by parents with young children: Evidenced-based practice. <i>Australasian Journal of Early Childhood</i>, 39(1), 50-55. https://doi.org/10.3316/ielapa.192581574559362</p> <p>Tutorial:</p>

WEEK NO:	TOPICS AND ACTIVITIES
	<ul style="list-style-type: none"> • Design a poster on the importance of children's literature that could be displayed in a service foyer. Include: <ul style="list-style-type: none"> • the importance of children's literature • how it promotes children's belonging, being and becoming (provide examples of children's literature each of the BBB's). • the types of literature with examples. • how critical and visual literacy links to children's literature • the importance of digital technology to children's literature <p>Assessment task 3 due.</p>

5. Recommended reference materials

5.1. Prescribed text

Fellowes, J., & Oakley, G. (2020). *Language, literacy and early childhood education* (3rd ed.). Oxford University Press.

5.2. Recommended texts

Ewing, R., Callow, J., & Rushton, K. (2016). *Language and literacy development in early childhood*. Cambridge University Press.

Palmer, S., Bayley, R., & Raban, B. (2016). *Foundations of early literacy: A balanced approach to language, listening and literacy skills in the early years*. Teaching Solutions.

Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. National Association for the Education of Young Children.

5.3. Recommended readings

A list of readings to support weekly topics is provided in the subject schedule above and on the subject Learner Management System (LMS) Moodle. Readings and resources for viewing are available in the Bachelor of Education Early Childhood LibGuide

<https://tafensw.libguides.com/earlychildhooddegree>

6. Additional information

6.1 Subject grading

Grades for individual assessment events and the subject as a whole are awarded as follows.

High Distinction: marks ranging from 85 to 100%

Where the student has demonstrated highly original, relevant and sophisticated applications of research, appraisal, enquiry and evaluation techniques resulting in innovative concepts that challenge existing conventions in the field of study.

Distinction: marks ranging from 75 to < 85%

Where the student has demonstrated a high level of performance indicating depth and breadth in research, appraisal, enquiry and evaluation with broad application of knowledge of theoretical concepts, and applied analytical thought.

Credit: marks ranging from 65 to < 75%

Where the student has undertaken an innovative and creative interpretation of assessment briefs, and has provided evidence of extended research and inquiry applied to assessment tasks.

Pass: marks ranging from 50 to < 65%

Where the student has met all requirements of assessment briefs to a satisfactory level.

Fail: marks under 50%

Where the student has not demonstrated satisfactory performance in assessment tasks or has failed to meet subject requirements.

Fail: Failure of a *must pass* event

Where the student has an overall mark for subject at a passing level, but has not demonstrated satisfactory performance in an event deemed a *must pass event*, resulting in failure of the subject as a whole. 'Fail' is reported for the subject on the Transcript of Academic Record.

Fail: Withdrawn

Where the student withdraws from the subject on or after the final assessment due date or end of subject examination date. 'Fail' is reported on the Transcript of Academic Record.

6.2 Submission requirements/late submission procedure

Your teacher will advise you of the format required for each assessment task and the format for submission, which may be electronically.

Each assessment task must include a cover sheet, with a signed declaration indicating that the work is your own work and has not been previously submitted. If you are submitting your assessment via TurnItIn, you do not need to include a separate cover sheet.

Assessments that are not submitted on the due date will attract a marking penalty of 5 per cent of the total marks for the assessment event for each day the assessment is late, to a maximum of 10 days, or a maximum result of 50 per cent. Assessments submitted later than 10 days after the due date will not be marked unless the student has an approved extension or has successfully applied for special consideration.

Additional assessment information, including provisions for special circumstances and misadventure, requests for an extension of the assessment due date or to resubmit an assessment or sit an exam at a later date, can be found in the TAFE NSW Higher Education Assessment policy and procedures which you can download at:

<https://www.tafensw.edu.au/about/policies-procedures/higher-education>

6.3 Student conduct and academic standards

TAFE NSW Higher Education encourages high standards of professional behaviour and academic conduct. You must conduct all work associated with this course in a manner that is environmentally, socially and culturally responsible, so as not to cause harm or disrespect to the environment, people or their values and beliefs.

You shall hold confidential all information about any specific organisation and their business or business activities, which may be divulged in the process of a work placement, lecture or tutorial, including lectures given by industry guest lecturers.

It is the policy of TAFE NSW Higher Education that respect and acknowledgement is given to intellectual property created by academics, writers, practitioners and other students whose work is cited in your submissions, or used to illustrate them. It is therefore important to use the APA 7th Edition citation system and include a reference list with every submission, to acknowledge the intellectual property of others that you have used to support your own proposals or position. Penalties apply for plagiarism and other forms of academic misconduct.

Further information about academic conduct can be found in the TAFE NSW Higher Education Academic Integrity and Honesty policy and procedures which you can download at:

<https://www.tafensw.edu.au/about/policies-procedures/higher-education>

6.4. Approaches to teaching and learning

6.4.1. Methods of teaching and learning

Teaching methods for this subject will include:

- lectures
- small group tutorials
- online presentations

Learning activities will include:

- independent and/or group research activities
- group discussions

Resources will include:

- online learning materials
- websites
- readings
- textbooks
- videos

You will need:

- a computer for research to create documents and to complete assessment requirements
- a copy of the prescribed and recommended texts via hard copy or eBook.

6.4.2. Expected attendance

- In addition to attending lectures, tutorials and other learning activities, you are expected to undertake self-directed private study including reading, practical application of theoretical knowledge, and completion of assessment tasks.
- If you are unable to attend class-based learning activities you should notify the teacher and/or tutor and access the relevant learning materials to make up the missed class through private study.
- If you are unable to attend a class during which an assessment activity is scheduled, you must provide a Professional Practitioner certificate as evidence of your inability to attend class. Your teacher will advise you of alternative assessment requirements.

6.4.3. Supplementary learning activities

You are expected to:

- complete any pre-reading specified prior to attending classes

6.4.4. Student resource requirements

Your teacher will advise you of any additional equipment or resources you will need for the completion of this subject.

Appendix 1 – Assessment Details

Assessment Event 1 – Research Task

Title: Theories and play-based pedagogies for children’s communication, language and literacy development

Weighting: 30%

Length: 1800 words (900 words per task)

Due: Week 4

Learning outcomes: 1 and 4

For this assessment:

1. Read the readings for weeks one (1) and two (2) and write two (2) short pieces of academic writing in response to each research question.
2. Contributions should have a short introduction, a body and a short conclusion.
3. Contributions should be 900 words each.
4. All contributions should be referenced to relevant readings and research and be professionally written.

Assessment 1: Research Task 1

Compare three (3) theories of human language emergence and their importance to early childhood teachers approaches to children’s language development.

Assessment 1: Research Task 2

Analyse the importance of play-based pedagogy for teaching communication, language and literacy to young children.

Your assessment should show evidence that you have read widely on the topic beyond the supplied readings and texts. Your assessment must use correct referencing, in APA 7th style.

All submissions must comply with the requirements listed in the Student Handbook for this course.

The criteria for marking this assessment are given below.

TAFE NSW Higher Education – Rubric 1

Subject name	Communication, Language and Literacy			Subject code	ECCDD202A	
Assessment No & name	Assessment 1- Research Task		% Weighting	30%	Date Due	Week 4
Criteria	Fail 0 – 49%	Pass 50 – 64%	Credit 65-74%	Distinction 75-84%	High Distinction 85 – 100%	Mark/Criteria Weighting
Criteria #1	Inadequate organisation, presentation, structure and following of style guidelines.	Adequate organisation, presentation, structure and following of style guidelines.	Effective organisation, presentation, structure and following of style guidelines.	Comprehensive organisation, presentation, structure and following of style guidelines.	Cohesive organisation, presentation, structure and following of style guidelines.	/10%
Criteria #2	Inadequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Adequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Effective use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Comprehensive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Cohesive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	/10%
Criteria #3	In text citation / referencing and reference list is incorrect.	In text citation / referencing and reference list is correct in some instances.	In text citation / referencing and reference list is generally correct.	In text citation / referencing and reference list is consistently correct.	In text citation / referencing and reference list is completely correct.	/10%
Criteria #4	Academic writing is incoherent with numerous grammatical, spelling, word choice and syntax errors.	Academic writing is coherent with mostly correct grammar, spelling, word choice and syntax.	Academic writing is effective with correct grammar, spelling, word choice and syntax.	Academic writing structure is comprehensive with correct grammar, spelling, word choice and syntax.	Academic writing structure is cohesive with fluency, correct grammar, spelling, word choice and syntax.	/10%
Criteria #5	Inadequate comparison of three (3) theories of human language emergence.	Adequate comparison of three (3) theories of human language emergence.	Effective comparison of three (3) theories of human language emergence.	Comprehensive comparison of three (3) theories of human language emergence.	Cohesive comparison of three (3) theories of human language emergence.	/15%

Criteria #6	Inadequate discussion on the importance of language theories to early childhood teachers approaches to children's language development.	Adequate discussion on the importance of language theories to early childhood teachers approaches to children's language development.	Effective discussion on the importance of language theories to early childhood teachers approaches to children's language development.	Comprehensive discussion on the importance of language theories to early childhood teachers approaches to children's language development.	Cohesive discussion on the importance of language theories to early childhood teachers approaches to children's language development.	/15%
Criteria #7	Inadequate analysis of the importance of play-based pedagogy for teaching communication, language and literacy to young children.	Adequate analysis of the importance of play-based pedagogy for teaching communication, language and literacy to young children.	Effective analysis of the importance of play-based pedagogy for teaching communication, language and literacy to young children.	Comprehensive analysis of the importance of play-based pedagogy for teaching communication, language and literacy to young children.	Cohesive analysis of the importance of play-based pedagogy for teaching communication, language and literacy to young children.	/30%
Criteria #8	Inadequate answering of the assessment brief.	Adequate answering of the assessment brief.	Effective answering of the assessment brief.	Comprehensive answering of the assessment brief.	Cohesive answering of the assessment brief.	
Teacher name & signature:			Date:		Total marks (%)	/100%
Comments:						

Assessment Event 2 – Essay

Title: Teaching communication, language and literacy for a range of diverse learners.

Weighting: 30%

Length: 1800 words

Due: Week 7

Learning outcome: 2

Diverse learners for this essay encompass: Culture, Aboriginal English, Bilingualism, Multilingualism, Language Delays and Language Advancement

For this assessment:

- Examine the contemporary approaches for teaching communication, language and literacy to diverse learners in early childhood settings.
- Investigate the inclusive teaching strategies required to support young children’s cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.
- Discuss the benefits that diverse learners have on the communication, language and literacy learning for all children.

Your assessment should show evidence that you have read widely on the topic beyond the supplied readings and texts. Your assessment must use correct referencing, in APA 7th style.

All submissions must comply with the requirements listed in the Student Handbook for this course.

The criteria for marking this assessment are given below.

TAFE NSW Higher Education – Rubric 2

Subject name	Communication, Language and Literacy			Subject code	ECCDD202A	
Assessment No & name	Assessment 2- Essay		% Weighting	30%	Date Due	Week 7
Criteria	Fail 0 – 49%	Pass 50 – 64%	Credit 65-74%	Distinction 75-84%	High Distinction 85 – 100%	Mark/Criteria Weighting
Criteria #1	Inadequate organisation, presentation, structure and following of style guidelines.	Adequate organisation, presentation, structure and following of style guidelines.	Effective organisation, presentation, structure and following of style guidelines.	Comprehensive organisation, presentation, structure and following of style guidelines.	Cohesive organisation, presentation, structure and following of style guidelines.	/10%
Criteria #2	Inadequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Adequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Effective use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Comprehensive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Cohesive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	/10%
Criteria #3	In text citation / referencing and reference list is incorrect.	In text citation / referencing and reference list is correct in some instances.	In text citation / referencing and reference list is generally correct.	In text citation / referencing and reference list is consistently correct.	In text citation / referencing and reference list is completely correct.	/10%
Criteria #4	Academic writing is incoherent with numerous grammatical, spelling, word choice and syntax errors.	Academic writing is coherent with mostly correct grammar, spelling, word choice and syntax.	Academic writing is effective with correct grammar, spelling, word choice and syntax.	Academic writing structure is comprehensive with correct grammar, spelling, word choice and syntax.	Academic writing structure is cohesive with fluency, correct grammar, spelling, word choice and syntax.	/10%
Criteria #5	Inadequate examination of the contemporary approaches for	Adequate examination of the contemporary approaches for teaching communication,	Effective examination of the contemporary approaches for teaching	Comprehensive examination of the contemporary approaches for teaching	Cohesive examination of the contemporary approaches for teaching communication,	/20%

	teaching communication, language and literacy to diverse learners in early childhood settings.	language and literacy to diverse learners in early childhood settings.	communication, language and literacy to diverse learners in early childhood settings.	communication, language and literacy to diverse learners in early childhood settings.	language and literacy to diverse learners in early childhood settings.	
Criteria #6	Inadequate investigation of inclusive teaching strategies required to support young children's cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.	Adequate investigation of inclusive teaching strategies required to support young children's cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.	Effective investigation of inclusive teaching strategies required to support young children's cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.	Comprehensive investigation of inclusive teaching strategies required to support young children's cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.	Cohesive investigation of inclusive teaching strategies required to support young children's cultural languages, Aboriginal English, bilingualism, multilingualism, language delays and language advancement.	/20%
Criteria #7	Inadequate discussion of the benefits that diverse learners have on the communication, language and literacy learning for all children.	Adequate discussion of the benefits that diverse learners have on the communication, language and literacy learning for all children.	Effective discussion of the benefits that diverse learners have on the communication, language and literacy learning for all children.	Comprehensive discussion of the benefits that diverse learners have on the communication, language and literacy learning for all children.	Cohesive discussion of the benefits that diverse learners have on the communication, language and literacy learning for all children.	/20%
Criteria #8	Inadequate answering of the assessment brief.	Adequate answering of the assessment brief.	Effective answering of the assessment brief.	Comprehensive answering of the assessment brief.	Cohesive answering of the assessment brief.	
Teacher name & signature:			Date:		Total marks (%)	/100%
Comments:						

Assessment Event 3 – Literacy Resource Teaching Kit

Title:

Weighting: 40%

Due: Week 12

Length: Five (5) Resources

Learning outcomes: 3 and 4

For this assessment:

Research and analyse five (5) literacy play-based resources across five (5) areas.

- The literacy kit must include:
 - 1 x Oral language teaching resource (Infants)
 - 1 x Storytelling teaching resource (Toddlers)
 - 1 x Writing teaching resource (Foundation year)
 - 1 x digital technology teaching resource (Preschoolers)
 - 1 x critical literacy teaching resource (Preschoolers)
- For each literacy play-based resource:
 - Provide an outline and rationale for the teaching resource.
 - Identify the specific concepts and learning outcomes that will be developed.
 - Identify the preparation required, how the activity will be delivered to the children and teaching strategies you will need to use to complete the activity.
 - Identify the literacy developmental skills that babies, toddlers, preschoolers and primary school children (Foundation) will be exposed to.
- For the oral language teaching resource explain how you will use the resource to explore Blank's level of talk
- For the story telling resource explain how you will guide children through the phases of code breaker, text participant, text analyst and text user. Also describe how you will guide children through the levels of comprehension using the resource
- For the writing resource explain how you will guide children through the four components of writing to move from the text to writing their own text
- For the digital technology teaching resource describe how you will use the resource to explore the aspects of teaching Multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer
- For the critical literacy teaching resource describe how the resource can be used to teach the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition.

Your assessment should show evidence that you have read widely on the topic beyond the supplied readings and texts. Your assessment must use correct referencing, in APA 7th style.

All submissions must comply with the requirements listed in the Student Handbook for this course.

The criteria for marking this assessment are given below.

TAFE NSW Higher Education – Rubric 3

Subject name	Communication, Language and Literacy			Subject code	ECCDD202A	
Assessment No & name	Assessment 3- Literacy Resource Teaching Kit		% Weighting	40%	Date Due	Week 12
Criteria	Fail 0 – 49%	Pass 50 – 64%	Credit 65-74%	Distinction 75-84%	High Distinction 85 – 100%	Mark/Criteria Weighting
Criteria #1	Inadequate organisation, presentation, structure and following of style guidelines.	Adequate organisation, presentation, structure and following of style guidelines.	Effective organisation, presentation, structure and following of style guidelines.	Comprehensive organisation, presentation, structure and following of style guidelines.	Cohesive organisation, presentation, structure and following of style guidelines.	/10%
Criteria #2	Inadequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Adequate use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Effective use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Comprehensive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	Cohesive use of current subject and peer reviewed literature and/or credible sourced reports and documents and/or research.	/10%
Criteria #3	In text citation / referencing and reference list is incorrect.	In text citation / referencing and reference list is correct in some instances.	In text citation / referencing and reference list is generally correct.	In text citation / referencing and reference list is consistently correct.	In text citation / referencing and reference list is completely correct.	/10%
Criteria #4	Academic writing is incoherent with numerous grammatical, spelling, word choice and syntax errors.	Academic writing is coherent with mostly correct grammar, spelling, word choice and syntax.	Academic writing is effective with correct grammar, spelling, word choice and syntax.	Academic writing structure is comprehensive with correct grammar, spelling, word choice and syntax.	Academic writing structure is cohesive with fluency, correct grammar, spelling, word choice and syntax.	/10%
Teaching Resource 1- Oral Language						

Criteria #5	Inadequate selection, development and/or collection of an oral language teaching resource.	Adequate selection, development and/or collection of an oral language teaching resource.	Effective selection, development and/or collection of an oral language teaching resource.	Comprehensive selection, development and/or collection of an oral language teaching resource.	Cohesive selection, development and/or collection of an oral language teaching resource.	
Criteria #6	Inadequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Adequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Effective provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Comprehensive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Cohesive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	/12%
Criteria #7	Application of Blank's levels of talk is inadequate.	Application of Blank's levels of talk is adequate.	Application of Blank's levels of talk is effective.	Application of Blank's levels of talk is comprehensive.	Application of Blank's levels of talk is cohesive.	
Teaching Resource 2- Storytelling						
Criteria #8	Inadequate selection, development and/or collection of a storytelling teaching resource.	Adequate selection, development and/or collection of a storytelling teaching resource.	Effective selection, development and/or collection of a storytelling teaching resource.	Comprehensive selection, development and/or collection of a storytelling teaching resource.	Cohesive selection, development and/or collection of a storytelling teaching resource.	
Criteria #9	Inadequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Adequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Effective provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Comprehensive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Cohesive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	/12%

Criteria #10	Application of learning phases and comprehension levels is inadequate.	Application of learning phases and comprehension levels is adequate.	Application of learning phases and comprehension levels is effective.	Application of learning phases and comprehension levels is comprehensive.	Application of learning phases and comprehension levels is cohesive.	
Teaching Resource 3- Writing						
Criteria #11	Inadequate selection, development and/or collection of a writing teaching resource.	Adequate selection, development and/or collection of a writing teaching resource.	Effective selection, development and/or collection of a writing teaching resource.	Comprehensive selection, development and/or collection of a writing teaching resource.	Cohesive selection, development and/or collection of a writing teaching resource.	/12%
Criteria #12	Inadequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Adequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Effective provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Comprehensive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Cohesive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	
Criteria #13	Application of the four components of writing is inadequate.	Application of the four components of writing is adequate.	Application the four components of writing is effective.	Application the four components of writing is comprehensive.	Application the four components of writing is cohesive.	
Teaching Resource 4- Digital Technology						
Criteria #14	Inadequate selection, development and/or collection of a digital technology teaching resource.	Adequate selection, development and/or collection of a digital technology teaching resource.	Effective selection, development and/or collection of a digital technology teaching resource.	Comprehensive selection, development and/or collection of a digital technology teaching resource.	Cohesive selection, development and/or collection of a digital technology teaching resource.	/12%
Criteria #15	Inadequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery,	Adequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery,	Effective provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery,	Comprehensive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation,	Cohesive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery,	

	teaching strategies and developmental skills.	teaching strategies and developmental skills.	teaching strategies and developmental skills.	delivery, teaching strategies and developmental skills.	teaching strategies and developmental skills	
Criteria #16	Application of the aspects of teaching multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer is inadequate.	Application the aspects of teaching multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer is adequate.	Application of the aspects of teaching multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer is effective.	Application of the aspects of teaching multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer is comprehensive.	Application of the aspects of teaching multiliteracies, code breaker, functional user, meaning maker, critical analyser and transformer is cohesive.	
Teaching Resource 5- Critical Literacy						
Criteria #17	Inadequate selection, development and/or collection of a critical literacy teaching resource.	Adequate selection, development and/or collection of a critical literacy teaching resource.	Effective selection, development and/or collection of a critical literacy teaching resource.	Comprehensive selection, development and/or collection of a critical literacy teaching resource.	Cohesive selection, development and/or collection of a critical literacy teaching resource.	
Criteria #18	Inadequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Adequate provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Effective provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Comprehensive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	Cohesive provision of information on the teaching resource's outline, rationale, concepts, outcomes, preparation, delivery, teaching strategies and developmental skills.	/12%
Criteria #19	Application of the aspects of teaching the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition is inadequate.	Application of the aspects of teaching the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition is adequate.	Application of the aspects of teaching the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition is effective.	Application of the aspects of teaching the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition is comprehensive	Application of the aspects of teaching the three (3) critical literacy approaches of deconstruction, reconstruction and juxtaposition is cohesive.	

Criteria #20	Inadequate answering of the assessment brief.	Adequate answering of the assessment brief.	Effective answering of the assessment brief.	Comprehensive answering of the assessment brief.	Cohesive answering of the assessment brief.	
Teacher name & signature:			Date:		Total marks (%)	/100%
Comments:						