School of Education

EDUC3075: Multiliteracies, Communication and the Young Child

Callaghan and Ourimbah

Semester 1 - 2024

COURSE OUTLINE

OVERVIEW

Course Description

This course will explore current research on young children's expressive and receptive verbal, non-verbal, and written communication (including drawing). The course will explore pedagogical approaches for developing children's multimodal communication and how to interpret and analyse data gathered through different forms of observation and assessment. The course will encourage participants to understand communication as a social and cultural practice.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of
- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre-2016
Students must also be active in one of the programs:
Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366]
Bachelor of Education (Early Childhood and Primary) [40105]
Bachelor of Education (Early Childhood and Primary) (Honours) [40109].

Assumed Knowledge

LING1100

Contact Hours

Lecture
Online - Pre-recorded
1 hour(s) per Week for 13 Weeks
Tutorial
Face to Face on Campus
2 hours (s) per Week for 12 Weeks

Unit Weighting

10

Workload

Students are required to spend, on average, 120-140 hours of effort (contact and non-contact), including assessments per 10-unit course.

CONTACTS

Course Coordinator	**Tammy Williams** Tammy.Williams@newcastle.edu.au Consultation: by appointment via email: Monday to Wednesday Zoom drop-in sessions will be announced via Course Canvas.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** VG30 V Building Callaghan +61 2 4921 6428 Education@newcastle.edu.au

SYLLABUS

Course Content

- Stages in children's expressive and receptive language development (verbal, non-verbal emergent writing and drawing).
- Strategies for effective communication with young children.
- Activities for children that promote the development of multimodal communication skills.
- Identification of typical language development.
- Strategies for supporting children's literacy needs.
- Behaviour as a form of communication.
- Observation and assessment of children's communicative development.
- Linguistic diversity and communication as a social and cultural practice.
- Literacy practices in the home and their impact on communicative development.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify a range of multi-modal texts designed for birth-5-year-olds;

2. Identify young children's expressive and receptive, verbal, and non-verbal language using knowledge of metalanguage.

3. Apply knowledge of emergent language and early literacy learning to plan play-based activities for young children: birth-2-years;

4. Apply knowledge of language and early literacy learning to plan play-based activities for young children 3-5 years;

5. Interpret and analyse data gathered through different forms of observation and assessment of young children's language and literacies;

6. Discuss how the diverse language backgrounds of children's communication are influenced and shaped by literacy practices at home as well as their immediate social and cultural environments.

Course Materials

Required Text:
Arthur, L., Beecher, B., & Death, E. (2020). *Programming and planning in early childhood settings*. Cengage.

Fellowes, J., & Oakley, G. (2023). *Language, literacy and early childhood education*. Oxford University Press. ISBN: 9780190319366

Irving, E., & Carter, C. (2018). *The child in focus: Learning and teaching in early childhood education*. Oxford University Press.

Recommended Readings:

Adams, M. S., & Flint, T. K. (2018). It's like playing but learning: Supporting early literacy through responsive play with wordless picture books. *Language Arts, 96*(1), 21-36.

Arnott, L., & Yelland, N. J. (2021). Multimodal childhoods: Lifeworlds and lived experiences of young children in pedagogical cultures. In N. J. Yelland, L. Peters, N.Fairchild, M. Tesar, & M. S. Pérer (Eds.), *The SAGE handbook of global childhoods* (pp. 307-320). SAGE Publications Ltd. https://doi.org/10.4135/9781529757194

Australian Children's Education and Care Quality Authority [ACECQA]. (2018). *National Quality Standard Revised* (Revised ed.). ACECQA. Canberra.

Australian Institute for Teaching and School Leadership (AITSL). (2018), *Australian Professional Standards for Teachers. https://www.aitsl.edu.au/standards*

Berson, I. R., Murcia, K., Berson, M. J., Damjanovic, V., & McSporran, V. (2019). Tangible digital play in Australian and U.S. preschools. *Kappa Delta Pi Record, 55*(2), 78-84. https://doi.org/10.1080/00228958.2019.1580986

Community Child Care Co-operative Ltd (NSW). *The Early Years Learning Framework practice based resources. Developmental Milestones.* Australian Governement. www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf

Daly, N. (2021). Kittens, blankets, and seaweed: Developing empathy in relation to language learning via children's picture books. *Children's Literature in Education, 52*(1), 20-35. https://doi.org/10.1007/s10583-020-09400-1

Department of Education. (2022). *Transition to School Statement.* NSW, Department of Education. https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/working-in-early-childhood-education/media/documents/transition-to-school/Transition_to_school_digital_statement-form.pdf

Department of Education for the Ministerial Council (DEMC). (2022). *The Early Years Learning Framework for Australia* (2 ed.). Australian Children's Education and Care Quality Authority.

Department of Education Training and Employment [DETE]. (2013). *Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners*.

Early Childhood Australia Australian - Curriculum Assessment and Reporting Authority. (2011). *Foundations for learning: Relationships between the Early Years Learning Framework and the Australian Curriculum*.

Grieshaber, S., Nuttall, J., & Edwards, S. (2021). Multimodal play: A threshold concept for early childhood curriculum? *British Journal of Educational Technology, 52*(6), 2118-2129. https://doi.org/10.1111/bjet.13127

Lee-Hammond, L., & Jackson-Barrett, E. (2019). Indigenous children's linguistic rights in the 21st century: Intentions and tensions in practice. *International Journal of Early Childhood, 51*(3), 301-318. doi: https://doi.org/10.1007/s13158-019-00251-6

Magnusson, L. O. (2021). 'Look, my name! I can write' – literacy events and digital technology in the preschool atelier. *Journal of Early Childhood Literacy*, 46879842110589. https://doi.org/10.1177/14687984211058943

Spencer, A., & Rouse, E. (2021). Indigenous children's 'ways of knowing': exploring literacy learning for indigenous preschool children in remote communities in Australia. In *Reconceptualizing Quality in Early Childhood Education, Care and Development: Understanding the Child and Community* (pp. 87-109). Cham: Springer International Publishing

Towell, J. L., Bartram, L., Morrow, S., & Brown, S. L. (2021). Reading to babies: Exploring the beginnings of literacy. *Journal of Early Childhood Literacy, 21*(3), 321-337. https://doi.org/10.1177/1468798419846199

Yelland, N. J. (2018). A pedagogy of multiliteracies: young children and multimodal learning with tablets. *British Journal of Educational Technology*, 49(5), 847-858. https://doi.org/10.1111/bjet.12635

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26th Feb	Introduction to the course Linguistic diversity and communication as a social and cultural practice**.** What are multiliteracies and multilingualism in early childhood classrooms? Literacy practices in the home and their impact on communicative development.	Fellowes, J., & Oakley, G. (2019). *Language, literacy, and early childhood education (3rd ed).*Oxford University Press. ISBN: 9780190319366 Pages 1-5, 179-180, & 290-299 Daly, N. (2021). Kittens, blankets, and seaweed: Developing empathy in relation to language learning via children's picture books. *Children's Literature in Education, 52*(1), 20-35. https://doi.org/10.1007/s10583-020-09400-1 Grieshaber, S., Nuttall, J., & Edwards, S. (2021). Multimodal play: A threshold concept for early childhood curriculum? *British Journal of Educational Technology, 52*(6), 2118-2129. https://doi.org/10.1111/bjet.13127	
2	4th Mar	Selecting quality literature Strategies to support children's literacy needs: reading to children. Strategies to promote effective communication and relationships with young children. Why play based learning?	Arthur, L., Beecher, B., & Death, E. (2020). *Programming and planning in early childhood settings.* Cengage. Chapter: 9 Fellowes, J., & Oakley, G. (2019). *Language, literacy, and early childhood education (3rd ed).*Oxford University Press Australia & New Zealand. Pages: 19-36 &112-128 Adams, M. S., & Flint, T. K. (2018). It's like playing but learning: Supporting Early Literacy through Responsive Play with Wordless Picture Books. Language Arts, 96(1), 21-36. https://go.exlibris.link/WjNDHC87	Visit from KU
3	11th Mar	Identification of atypical oral language development. Stages in children's expressive and receptive language development (verbal, non-verbal) Theories of language development on *oral language development*	Fellowes, & Oakley, G. (2019). *Language, Literacy and Early Childhood Education*. Oxford University Press. Chapters: 3 & 4 Community Childcare Co-operative Ltd (NSW). *The Early Years Learning Framework Practice Based Resources. Developmental Milestones.* Australian Government.	
4	18th Mar	Early oral language and literacy experiences (I) Speaking & listening (II) Behaviour as a form of communication	Fellowes, & Oakley, G. (2019). *Language, Literacy and Early Childhood Education*. Oxford University Press. Chapters: 3 & 4 Irving, E., & Carter, C. (2018). *The child in focus: Learning and teaching in early childhood education*. Oxford University Press. Pages: 190-198 Arthur, L., Beecher, B., & Death, E. (2020). *Programming and planning in early childhood settings. Cengage.* Pages: 98-104	

5	25th Mar	Early literacy experiences (I) Babies (II) Pre-reading (III) Drawing and pre-writing. Theories of language development on *print/written literacy*	Towell, J. L., Bartram, L., Morrow, S., & Brown, S. L. (2021). Reading to babies: Exploring the beginnings of literacy. *Journal of Early Childhood Literacy,* 21(3), 321-337. https://doi.org/10.1177/1468798419846199 Fellowes, & Oakley, G. (2019). *Language, Literacy and Early Childhood Education*. Oxford University Press. Pages: 6-11, 226-242, 290-299	Assessment 1
6	1st Apr	Observation and assessment of language and communicative development Observation, interpretation, and analysis of children's literacy in the early years: (I) birth to 3 years (II) 3-5 years The role of: (I) The NQS (II) The EYLF (III) Theory	Australian Children's Education and Care Quality Authority [ACECQA]. (2018). *National Quality Standard Revised* (Revised ed.). ACECQA. Canberra. Department of Education for the Ministerial Council (DEMC). (2022). *The Early Years Learning Framework for Australia* (2 ed.). Australian Children's Education and Care Quality Authority. Irving, E., & Carter, C. (2018). *The child in focus: Learning and teaching in early childhood education*. Oxford University Press. Pages: 334-336	
7	8th Apr	Observation and assessment of language and communicative development Planning from observations of children's learning for literacy in the early years: (I) consideration of transitions (II) the planning cycle (III) consideration of teaching strategies (IV) considerations of the EYLF, NQS & Theory	Arthur, L., Beecher, B., & Death, E. (2020). *Programming and planning in early childhood settings*. Cengage. Pages: 300-314 Australian Children's Education and Care Quality Authority [ACECQA]. (2018). *National Quality Standard Revised* (Revised ed.). ACECQA. Canberra. Department of Education for the Ministerial Council (DEMC). (2022). *The Early Years Learning Framework for Australia* (2 ed.). Australian Children's Education and Care Quality Authority. Irving, E., & Carter, C. (2018). *The child in focus: Learning and teaching in early childhood education*. Oxford University Press. Pages: 319-324	

Mid Term Break
Mid Term Break

8	29ʰ Apr	Planning literacy environments for multimodal communication and provocations for children's learning. The reflective practice of teachers (APST) and early years literacy planning and assessment	Arthur, L., Beecher, B., & Death, E. (2020). *Programming and planning in early childhood settings*. Cengage. Pages: 282-289, 346-349, 406-420, 429-432, 441-447 Australian Institute for Teaching and School Leadership (AITSL) 2018, *Australian Professional Standards for Teachers, https://www.aitsl.edu.au/standards*	Assessment 2 Part A due & beginning of teaching presentations (Part B_
9	6th May	Multiliteracies indoors, outdoors and times in between The assessment of communicative and literacy development: Transition to School Statements (Literacy)	Magnusson, L. O. (2021). 'Look, my name! I can write' – literacy events and digital technology in the preschool atelier. *Journal of Early Childhood Literacy*, https://doi.org/10.1177/14687984211058943 Berson, I. R., Murcia, K., Berson, M. J., Damjanovic, V., & McSporran, V. (2019). Tangible digital play in Australian and U.S. preschools. *Kappa Delta Pi Record, 55*(2), 78-84. https://doi.org/10.1080/00228958.2019.1580986 Early Childhood Australia Australian - Curriculum Assessment and Reporting Authority. (2011). *Foundations for learning: Relationships between the Early Years Learning Framework and the Australian Curriculum*. Department of Education. (2022). *Transition to School Statement.* NSW, Department of Education.	Presentations continued (Part B)
10	13th May	Critical literacy and visual literacy. Genres of text and components of quality images and text. Strategies for supporting children's literacy needs.	Fellowes, J., & Oakley, G. (2019*). Language, literacy, and early childhood education.* Oxford University Press Australia & New Zealand. Chapter: 23 Woolley, G. (2015*). Developing literacy in the primary classroom*. SAGE Publications, Limited Chapter: 6	Presentations continued (Part B)
11	20th May	ICT & Multiliteracies. Literacy practices at home and their impact on communicative development.	Yelland, N. J. (2018). A pedagogy of multiliteracies: young children and multimodal learning with tablets. *British Journal of Educational Technology*, 49(5), 847-858. https://doi.org/10.1111/bjet.12635 Arnott, L., & Yelland, N. J. (2021). Multimodal Childhoods: Lifeworlds and Lived Experiences of Young Children in Pedagogical Cultures. In N. J. Yelland, L. Peters, N.Fairchild, M. Tesar, & M. S. Pérer (Eds.), *The SAGE Handbook of Global Childhoods* (pp. 307-320). SAGE Publications Ltd. https://doi.org/10.4135/9781529757194	Visit from KU

12	27th May	Linguistic diversity and communication as a social and cultural practice: Literacy learning for Indigenous children.	Lee-Hammond, L., & Jackson-Barrett, E. (2019). Indigenous Children's linguistic rights in the 21st century: Intentions and tensions in practice. *International Journal of Early Childhood, 51*(3), 301-318. doi:https://doi.org/10.1007/s13158-019-00251-6 Department of Education Training and Employment [DETE]. (2013). *Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners*. Spencer, A., & Rouse, E. (2021). *Indigenous Children's 'Ways of Knowing': Exploring Literacy Learning for Indigenous Preschool Children in Remote Communities in Australia*.	Assessment 3 Due
Examination Period			
Examination Period			

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assessment 1 Essays/Written Assignments		Individual	30%	1, 2, 3, 6
2	Assessment 2 Lesson Plan and Individual Presentations		Collaboration, Lesson Plan, and Individual Presentation	40%	1,2,3 4,5
3	Assessment 3 Reflection and Follow-On		Individual	30%	5, 6

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: This applies equally to weekdays and weekend days.

Assessment 1 - Essays/Written Assignments

Assessment Type	**Mini Essay**
	Analysis of children's language development
Purpose	The analysis aims to evaluate your skill in *observing and analysing* a preschool-aged child's *verbal and non-verbal* communication, with considerations of *expressive and receptive* language skills. Consider how play actively contributes to language acquisition and communication.
Description	You are required to source and engage with a preschool aged child for a read-aloud activity. You will utilise **a recommended quality picture book listed on Canvas**.
	Consider:
	a) Verbal communication b) Non-verbal communication c) How play actively contributes to language acquisition and communication proficiency d) Give one example of a play experience you could extend on from your analysis of the child's language development. Please include *one EYLF* outcome (sub-outcome and indicator)
	Your analysis must be supported by evidence from research, play-based learning, typical child language development, metalanguage, and the Early Years Learning Framework (EYLF).
Weighting	30%
Length	1500 words +/- 10%
Due Date	
Submission Method	Online
Assessment Criteria	Students are assessed on their ability to find and use research, child development and curriculum documents to inform their analysis of children's verbal and non-verbal communication abilities and the significance of play in language and literacy accusation. Excellent use of written English: edited, accurate, logical, appropriate word length, and APA 7th Ed referencing style is expected.
Return Method **Feedback Provided**	Online Online

Assessment 2 – Group Collaboration on a Lesson Unit and Individual Presentation

Assessment Type **Purpose**	**Problem-Based Learning: Scope and Sequence**
	The purpose of this assessment is to have students create one language learning unit tailored for young children in an early childhood setting (birth-5 years old). The primary focus should be on fostering **a connected** scope and sequence of literacy-rich learning concepts **through play-based learning** (For example, books, puppets, rhymes, felt stories, role play, puzzles, games, etc.). There may be a focus on phonological awareness for 3-5 years.
	There are **three** assignment components:
	Part A: 1. Group collaboration and planning for a literacy learning unit (4-5 members/ finalised in *week 3* of the semester). Choose one literacy concept each to plan for, which follows on from the last. *Signing group contracts.*

Part A: 2 Individual contribution: **Each group member** will develop **one** lesson plan activity for the collective language learning unit that directly flows from another lesson plan in your group in a scope and sequence. The lesson plan **template i**s provided on the Canvas site.

Part B: Each group member will _**teach the class**_ their lesson experience with a chosen resource. Your lesson plan will guide you here. You will briefly explain how your experience is connected to the whole unit of work (1 minute). Your group members will act as your students in this experience. The **6-minute** experience will be recorded and uploaded to Canvas for marking **(up to 6 minutes/timed).**

Description	A well-structured and connected early childhood language and literacy unit with play-based learning experiences. Focuses on supporting typical language development, effective communication, and teaching, and multiliteracy skills.
Weighting	40%
Length	Equivalence of 1500 words +/- 10%
Due Date	Part A is due online: Part B is presented in class, recorded, and then submitted online as a video submission directly after your presentation
Submission Method	In-person and online
Assessment Criteria	Students are assessed on their written lesson plan and delivery of their own experience in class. Research, teacher resources and detailed lesson plan components will support the teaching experience. Students demonstrate that they can utilise initiative and judgement, adapt knowledge and skills in diverse contexts, and behave responsibly and accountably in group work, planning, and presentations. Lesson experiences will be recorded and uploaded to Canvas in class following your experience. Excellent writing, edited, accurate, logical, and appropriate word length.
Return Method	Online
Feedback Provided	Online

Assessment 3 – Reflection

Assessment Type	Written Assignment
Purpose	This assessment will evaluate your teaching experience and effectiveness in teaching literacy skills and outcomes from the mock early childhood education teaching presentation from Assessment 2 (Individual Presentation). The task consists of four main components:
Description	

1. Reflection on Teaching Experience:
Reflect on your experience as the teacher in facilitating a literacy learning activity. Analyse how your teaching methods, communication style and interactive elements contributed to the overall learning experience. Discuss any challenges encountered and strategies employed to address them. Consider how your teaching approach aligns with the Principles and Practices of the Early Years Learning Framework.

2. Evaluation of the lesson plan:
Critically assess the effectiveness of your lesson plan in promoting literacy development among learners. Analyse how your lesson plan supported language/literacy acquisition and engagement. What could you have done better in your planning?

3. Impact of Environments and Resources:
Evaluate how the learning environment and available resources facilitated the teaching of literacy. Analyse how the physical setup and materials contributed to the overall learning experience. Discuss the role of the environment and resources in promoting quality engagement with children.

4. Strategies for Enhancing Communication and Language Development:
Propose two innovative follow-on strategies designed to enhance children's communication and language abilities in the early childhood education setting. Provide explicit connections to Outcome 5 (sub-outcome and indicator) of _The Early Years Learning Framework_ in each strategy. Explain how these two strategies foster effective communication and language development (think about language, metalanguage and theory)

Weighting	30%
Length	1500 words +/- 10%
Due Date	
Submission Method	Online
	Students are assessed on their level of knowledge of the underlying principles and concepts in relation to planning and reflecting on multiliteracies, communication and young children. Students demonstrate that they know about children's language and how they learn. Edited, accurate, logical writing, appropriate word length, and APA 7th referencing style are expected.
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme   This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed, the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: - email and canvas
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
	1.the assessment item is a major assessment item; or
	2.the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
	3. you are requesting a change of placement; or
	4. the course has a compulsory attendance requirement.
	Before applying, you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
	https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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Assessment 1 – Essay/Written Assignments: Mini Essay   Weighting 30 marks

Criteria	HD (85 – 100)	D (75 – 84)	C (65-74)	P (50-64)	F (< 50)	Weighting
Formulate an analysis of **verbal** communications as expressive and receptive language	A deep analysis of how the child uses and understands **verbal** language, drawing on many ideas and examples. Makes connections to the expressive and receptive language of the child.	Demonstrates a clear and complete analysis of how the child uses and understands **verbal** language, using some ideas and examples. Makes connections to the expressive and receptive language of this child.	Analyses how the child uses and understands **verbal** language, using a few ideas and examples. Identifies expressive and receptive language but does not show links to the child.	Recalls a limited analysis of how the child uses and understands **verbal** language with vague examples. There is an insufficient focus on expressive and receptive language. No reference to the child.	Fails to recall any analysis of how the child uses and understands **verbal** language, using no or wrong ideas and examples. No understanding of what verbal language is or what it is for.	7
Formulate an analysis of **non-verba**l communications as expressive and receptive language.	Formulates an original deep analysis of how the child uses and displays **non-verbal** language, drawing on many ideas and examples and showing why they matter. Makes connections to the expressive and receptive language of the child.	Demonstrates a clear and complete analysis of how the child uses **non-verbal** language, using some ideas and examples and showing why they matter. Makes connections to the expressive and receptive language of the child.	Analyses how the child uses **non-verbal** language, using a few ideas and examples, but does not show how they are linked to communication. Identifies expressive and receptive language but does not show links to the child.	Recalls some aspects of how the child understands **non-verbal** language, using one example. A vague focus on expressive and receptive language. No reference to the child.	Fails to recall any analysis of how the child uses **non-verbal** language, using no examples. Shows no understanding of what non-verbal language is or what it is for.	7
Reflects on how **play-based learning** actively contributes to language acquisition and communication proficiency	Explains how **play-based** learning helps the child learn language skills, drawing on an example. Makes excellent connections between play and language and shows why they matter.	Demonstrates how **play-based** learning helps the child learn language skills, using a very good example. Makes very good connections between play and language and shows why they matter.	States how play-based learning helps the child learn language skills and shows a good example. Makes good connections between play and language and shows why they matter.	Identifies how **play-based** learning helps the child learn language skills. Makes vague connections between play and language and why they matter.	Fails to identify how **play-based** learning helps the child learn language skills using no or wrong ideas and examples. Shows little to no understanding of what play or language are or why they matter.	7
Provides an example of a play experience that could be extended from your analysis of the child's language development. Include one *Early Years Learning Framework* (EYLF) outcome (sub-outcome and indicator).	Details an original and thoughtful play experience that extends the child's language development. Includes one *EYLF* outcome (sub-outcome and indicator) that is relevant and appropriate.	Clearly articulates a play experience that extends the child's language development clearly and succinctly. Includes one *EYLF* outcome (sub-outcome and indicator) that is relevant and appropriate.	Articulates a play experience that extends the child's language development in an effective way. Includes one *EYLF* outcome (sub-outcome and indicator) that is relevant and appropriate.	Identifies a play experience that extends the child's language development in a limited way. Does not include one *EYLF* outcome (sub-outcome and indicator) that is appropriate or vaguely refers to the outcome.	Fails to give a play experience that extends the child's language development. Uses no or wrong ideas. Does not include any *EYLF* outcome (sub-outcome and indicator).	5
Writing and APA 7th: Organisation, clarity, structure, edited, accurate and logical. APA 7th Ed referencing (in-text and reference list)	Flawless in-text referencing and reference list. Exceptional organisation, clarity, and structure; edited, accurate, logical. APA 7th Ed referencing (in-text and reference list)	All references are listed and cited with very few minor inaccuracies. Strong organisation, clarity, and structure; edited, accurate, logical. APA 7th Ed referencing (in-text and reference list)	All references are listed and cited with some minor inaccuracies. Good organisation, clarity, and structure; edited, accurate and logical. APA 7th Ed referencing (in-text and reference list)	Most references listed and cited, several inaccuracies. Basic organisation, clarity, and structure; edited with some errors throughout; logical. APA 7th Ed referencing (in-text and reference list)	Absent or inaccurate reference list and citations with major problems. No use of APA 7th Ed. Sources unable to be located. Poor organisation, clarity, and structure; inadequately edited, unclear.	4

ASSESSMENT 2: 40%

Assessment 2: *Part A*: <u>Lesson Plan</u>   Weighting: 16 marks

Criteria	HD (85 – 100)	D (75 – 84)	C (65-74)	P (50-64)	F (< 50)	Weighting
Lesson plan Creates a comprehensive, detailed lesson plan including one learning intention, outcome and indicator, materials, resources, sequence of the experience, etc, as per template) with clear linkages to the scope and sequence of the unit of work.	Creates a comprehensive, detailed lesson plan that includes a clear and concise learning intention, a well-defined learning outcome that is aligned with the scope and sequence of the unit of work, a detailed description of the materials and resources required for the lesson, a clear and concise sequence of the experience that is logically structured, stimulus questions that encourage critical thinking and reflection. The criteria of the lesson plan template are completed with depth, accuracy, and detail.	Creates a very good lesson plan that includes a clear and concise learning intention, a well-defined learning outcome that is aligned with the scope and sequence of the unit of work, a detailed description of the materials and resources required for the lesson, a clear and concise sequence of the experience that is logically structured, stimulus questions that encourage critical thinking and reflection. The criteria of the lesson plan template are completed accurately and in detail.	Creates a lesson plan that includes a learning intention and a learning outcome that is aligned with the scope and sequence of the unit of work, a detailed description of the materials and resources required for the lesson, a clear sequence of the experience that is well structured, stimulus questions that encourage critical thinking and reflection. The criteria of the lesson plan template are completed accurately.	Creates a basic lesson plan that includes a learning intention, one learning outcome aligned with the scope and sequence of the unit of work, materials and resources required for the lesson are evident, and the sequence of planned activities. The criteria of the lesson plan are completed with some minor omissions.	Does not create a lesson plan or creates an incomplete lesson plan. There is no attempt to use the template thoroughly or appropriately.	12
Writing Organisation, clarity, structure, edited, accurate and logical.	Exceptional organisation, clarity, and structure; edited, accurate, logical. Completes the template	Strong organisation, clarity, and structure; edited, accurate, logical. Completes the template	Good organisation, clarity, and structure; edited, accurate and logical. Completes the template	Basic organisation, clarity, and structure; edited with some errors throughout, logical. The template is sparsely completed.	Poor organisation, clarity, and structure; inadequately edited, unclear. Incomplete template.	4

Criteria	HD (85 – 100)	D (75 – 84)	C (65-74)	P (50-64)	F (< 50)	Weighting
Presentation of the learning experience Demonstrates a clear transition to the learning experience, introduces the learning intention to the children and transitions away from the experience at the end of the lesson.	Transitions children to the learning experience in an inviting and engaging way. Introduces the learning intention to the children in a meaningful and relevant way and transitions children away from the experience in a smooth and intentional way. Makes connections between the learning experience and the prior and future learning of the children. Uses effective strategies to engage and motivate the children throughout the lesson. Includes feedback and reflection opportunities for the children about the learning.	Transitions to the learning experience in a clear and appropriate way. Introduces the learning intention to the children in a clear and relevant way and transitions away from the experience in a smooth and appropriate way. Integrates the learning experience with the prior and future learning of the children. Uses some effective strategies to engage and motivate the children throughout the lesson. Includes some feedback and reflection opportunities for the children about the learning.	Attempts to transition children to the learning experience in an appropriate way. Introduces the learning intention to the children in a basic and adequate way and attempts to transition children away from the experience in a basic and adequate way. Identifies some links between the learning experience and the prior and future learning of the children. Uses a few effective strategies to engage and motivate the children throughout the lesson. Includes some feedback and reflection opportunities for the children about the learning.	Attempts to transition children to or from the learning experience in a limited way. Introduces the learning intention to the children in a limited way. Limited links between the learning the learning experience and the prior and future learning of the children. Uses limited strategies to engage or motivate the children throughout the lesson. Includes some feedback and reflection opportunities for the children about their learning.	Fails to transition children to or from the learning experience in any way and/or fails to introduce the learning intention to the children. Shows no awareness of linking the learning experience with the prior or future learning of the children. Does not use any strategies to engage or motivate the children throughout the lesson. Does not include any feedback or reflection opportunities for the children about the learning.	15
Teaching strategies and use of lesson plan Explain in a minute how your experience is connected to the whole unit of work. Manages time effectively. Teaches the class the lesson experience with an age-appropriate and well-aligned learning resource	Clearly articulates the relevance of the lesson experience to the entire unit of work. Demonstrates a deep understanding of the chosen age-appropriate resource, utilising it effectively to enhance learning. Manages time effectively, ensuring that all key teaching points from the lesson plan are covered within the allocated time.	Explains the connection to the unit with good clarity. Effectively incorporates the chosen age-appropriate resource to support the lesson. Adequately manages time, covering essential teaching content within the timeframe.	Demonstrates some understanding of the unit's connection. Makes some use of the chosen age-appropriate resource, but its impact on the lesson is limited. Struggles with time management, resulting in incomplete coverage of key teaching points.	Connects the lesson experience to the scope and sequence but with limited clarity. Attempts to use the resource, but it does not significantly contribute to learning. Resource unsuitable. Time management is a challenge, leaving important teaching content unaddressed.	Fails to establish any meaningful connection to the unit. Fails to integrate the chosen resource into the lesson effectively. The resource is non-existent or unsuitable. Poor time management and critical teaching points are not covered.	9
Comment:						

Assessment 3 – Written Assignment: Reflection   Weighting 30 marks.

Criteria	HD (85 – 100)	D (75 – 84)	C (65-74)	P (50-64)	F (< 50)	Weighting
TEACHING: Reflection on teaching experience Critically reflect on **your teaching**, including teaching methods, communication style and interactive elements. Demonstrates how teaching aligns with a Principle and Practice of the Early Years Learning Framework (one principle and one practice). Identifies challenges encountered and strategies to combat them (strengths and weakness)	Comprehensively and insightfully reflects on teaching, demonstrating a deep understanding of your teaching and the alignment with a Principle and Practice of *The Early Years Learning Framework.* Critically analyses a strength and a weakness as a teacher and identifies specific and realistic strategies to improve practice. Provides excellent evidence from the teaching experience to back up claims.	Thoroughly and thoughtfully reflects on teaching, showing an excellent understanding of your teaching and the alignment with a Principle and Practices of *The Early Years Learning Framework.* Analyses a strength and an area for improvement as a teacher and suggests appropriate strategies to enhance practice. Provides relevant evidence from the teaching experience to back up claims.	Adequately reflects on teaching, indicating a good understanding of your teaching and the alignment with a Principle and Practice of *The Early Years Learning Framework*. Describes a strength and a weakness as a teacher and proposes some strategies to improve practice. Provides some evidence from teaching experience to support claims.	Minimally reflects on teaching, showing a limited understanding of your teaching and its alignment with a Principle and Practice of *The Early Years Learning Framework*. Identifies a strength and a weakness vaguely as a teacher but does not provide clear strategies to improve practice. Provides little or no evidence from teaching experience to support claims.	Fails to reflect on teaching or shows no understanding of teaching and alignment with a Principle and Practice of *The Early Years Learning Framework*. Does not identify any strengths or weaknesses as a teacher or provide any strategies to improve practice. Does not provide any evidence from teaching experience to support claims.	8
Evaluation of the lesson plan: Critically assess the effectiveness of the **lesson plan** in promoting literacy development among learners. Analyse how your lesson plan supported guided your teaching language/literacy acquisition and engagement. What could you have done better in your **planning**	Critically assesses the lesson plan, demonstrating a deep understanding of its effectiveness in promoting literacy development. Analyses comprehensively how the lesson plan supported language/literacy acquisition and engagement. Offers profound insights into areas for improvement in planning.	Provides a strong critical assessment of the lesson plan, highlighting an excellent understanding of its effectiveness in promoting literacy development. Analyses how the lesson plan supported language/literacy acquisition and engagement. Identifies areas for improvement in planning with clarity. Recommends some changes or additions to improve the lesson plan and to enrich the children's learning experiences.	Presents a good lesson plan evaluation, demonstrating its effectiveness in promoting literacy development. Provides some analysis of how the lesson plan supported language/literacy acquisition and engagement. Identifies areas for improvement in planning.	Offers a basic evaluation of the lesson plan, addressing its effectiveness in promoting literacy development. Touches on how the lesson plan supported language/literacy acquisition and engagement. Identifies some areas for improvement in planning.	Fails to critically assess the lesson plan. Provides a minimal or inadequate evaluation of the lesson plan, needing more depth and insight. Fails to effectively address its effectiveness in promoting literacy development. Offers a weak analysis of how the lesson plan supported language/literacy acquisition and engagement. Inadequately identifies areas for improvement in planning.	8
Impact of Environments and Resources: How the learning **environment and available resources** facilitated the teaching of	Evaluates the learning environment and available resources with a profound understanding of the role these play in facilitating literacy teaching. Provides	Presents a strong evaluation of the learning environment and available resources, demonstrating an excellent understanding of the role these play in	Offers a good evaluation of the learning environment and available resources, including the role these play in facilitating literacy teaching. Provides some	Provides a basic evaluation of the learning environment and the purpose of available resources, including the role these play in	Offers a minimal or inadequate evaluation of the learning environment and available resources, needing more depth and insight. Fails to effectively	6

literacy. How the physical setup and materials contributed to the overall learning experience. The role of the environment and resources in promoting quality engagement with children	a comprehensive analysis of how the physical set-up and materials contributed to the overall learning experience. Offers profound insights into the role of the environment and resources in promoting quality engagement.	facilitating literacy teaching. Provides a thorough analysis of how the physical set-up and materials contributed to the overall learning experience. Identifies the role of the environment and resources in promoting quality engagement with clarity.	analysis of how the physical setup and materials contributed to the overall learning experience. Identifies the role of the environment and resources in promoting quality engagement.	facilitating literacy teaching. Touches on how the physical setup and materials contributed to the overall learning experience. Identifies the role of the environment and resources in promoting quality engagement with some clarity.	address their role in facilitating literacy teaching. Provides weak analysis of how the physical setup and materials contributed to the overall learning experience. Inadequately identifies the role of the environment and resources in promoting quality engagement.	
Strategies for Enhancing Communication and Language Development: Two innovative follow-on strategies designed to enhance children's communication and language abilities in the early childhood education setting. Explicit connections to **Outcome 5** (sub-outcome and indicator) of *The Early Years Learning Framework* in each strategy. Think about language, metalanguage, and theory.	Proposes two innovative follow-on strategies that explicitly connect to Outcome 5 (sub-outcome and indicator) of *The Early Years Learning Framework*. Provides a clear explanation of how these strategies foster effective communication and language development. Demonstrates a profound understanding of language, metalanguage, and language theory.	Proposes two follow-on strategies that connect to Outcome 5 (sub-outcome and indicator) of *The Early Years Learning Framework*. Offers a clear explanation of how these strategies foster effective communication and language development. Demonstrates an excellent understanding of language, metalanguage, and language theory.	Proposes two follow-on strategies with a very good connection to Outcome 5 (sub-outcome and indicator) of *The Early Years Learning Framework*. Provides a good explanation of how these strategies foster effective communication and language development. Demonstrates a good understanding of language, metalanguage, and language theory.	Proposes two follow-on strategies with a basic connection to Outcome 5 (sub-outcome and indicator) of *The Early Years Learning Framework*. Offers a basic explanation of how these strategies foster effective communication and language development. Demonstrates a basic understanding of language, metalanguage, and language theory.	Proposes vague or no follow-on strategies with minimal or no connection to Outcome 5 (sub-outcome and indicator) of *The Early Years Learning Framework*. Provides a minimal or no explanation of how these strategies foster effective communication and language development. Lacks understanding of language, metalanguage, and language theory.	4
Writing and APA 7th Organisation, clarity, structure, edited, accurate and logical. APA 7th Ed referencing (in-text and reference list)	Exceptional organisation, clarity, and structure; edited, accurate, logical; appropriate word length; APA 7th referencing style evident throughout.	Strong organisation, clarity, and structure; edited, accurate, logical; appropriate word length; APA 7th referencing style throughout.	Good organisation, clarity, and structure; edited, accurate, logical; appropriate word length; APA 7th referencing style evident.	Basic organisation, clarity, and structure; edited with some errors throughout, logical; appropriate word length; APA 7th referencing style	Poor organisation, clarity, and structure; inadequately edited, unclear, inappropriate word length; lacks APA 7th referencing style	4