

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# EDEC28005 *Early Language, Literacy and the Creative Arts*

## Term 1 - 2025

Profile information current as at 12/02/2025 03:16 pm

All details in this unit profile for EDEC28005 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Language and literacy are critical for children's engagement within the contemporary world. The acquisition and development of multiliteracies occurs within the diverse contexts within which children participate. This unit introduces you to socio-cultural theory as a basis for understanding language acquisition and use and for identifying pedagogical approaches to support literacy learning through arts, play, creativity, and exploration. In this unit you will examine the strategies used by educators to support the development of oracy and build on the home, community and real-world literacy practices of children. Pedagogies to support children to engage with the multiple ways that they make and communicate meaning about their world will be examined and enacted. You will complete a 15 day placement with children (3 - 4 years) where you will connect theory with practice.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2025

- Mixed Mode

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Synthesise socio-cultural theories of literacy, language learning and meaning making
2. Evaluate the diverse communicative backgrounds of children and the impact this diversity has on learning, including for children who speak languages other than English or in addition to English
3. Explain the effect of oral language development on the literacy learning of young children from diverse linguistic, social and cultural backgrounds
4. Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children
5. Plan and assess developmentally appropriate experiences that promote young children's learning with a particular focus on integrating language and literacy, and the creative arts
6. Demonstrate professional responsibility through adherence to placement guidelines, codes of conduct, codes of ethics and legislative, administrative and organisational policies and processes for teachers at the professional experience site
7. Critically reflect on planning and teaching strategies enacted to determine their suitability for supporting language and literacy development and engagement in the creative arts and their responsiveness to diverse learner characteristics, abilities and stages of development
8. Design a provocation space or experience that invites children's engagement and provides opportunities for them to respond in multiple ways particularly through the creative arts.

This unit contributes to meeting the curriculum content requirements outlined by the Australian Children's Education & Care Quality Authority (ACECQA) particularly the requirement for content focussed on language development, working with children who speak languages other than, or in addition to, English, language and literacy, and the creative arts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 50%	•	•	•	•				
2 - Professional Practice Placement - 0%					•	•		
3 - Written Assessment - 50%							•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Knowledge	◦	◦			◦	◦	◦	◦
2 - Communication	◦	◦	◦	◦				
3 - Cognitive, technical and creative skills		◦	◦	◦	◦		◦	◦
4 - Research								
5 - Self-management								
6 - Ethical and Professional Responsibility						◦		
7 - Leadership								
8 - Aboriginal and Torres Strait Islander Cultures			◦			◦		

## Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 February 2025

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.