EDEC28005 *Early Language, Literacy and the Creative Arts*
Term 2 - 2025

Profile information current as at 13/12/2025 06:00 pm

All details in this unit profile for EDEC28005 have been officially approved by CQUniversity 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 2 - 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
1. **Written Assessment**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Written Assessment**
Weighting: 50%

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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from various emails tutorial discussions Moodle forums

Feedback
Placement

Recommendation
Continue to work closely with the WIL team to support student placement and progress.

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.

	N/A Level		Introductory Level		Intermediate Level		Graduate Level		Professional Level		Advanced Level

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

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Gillian Busch Unit Coordinator
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Jonathan Zhang Unit Coordinator
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Schedule

Week 1 - 14 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
Diverse language and literacy practices	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition. (chapter 1)	For each topic references/readings will be available via the Moodle site.

Week 2 - 21 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
Oral Language Learning and Teaching	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition.	For each topic references/readings will be available via the Moodle site.

Week 3 - 28 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
Supporting Oral Language Learning	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition. (Chapters 5, 6 and 7)	For each topic references/readings will be available via the Moodle site.

Week 4 - 04 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
Storytelling and Shared Book Experiences	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition. (Chapter 2)	For each topic references/readings will be available via the Moodle site.

Week 5 - 11 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Learning	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition. (chapter 11)	For each topic references/readings will be available via the Moodle site.

Vacation Week - 18 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
		Individual Written Response Due: Vacation Week Friday (22 Aug 2025) 11:55 pm AEST

Week 6 - 25 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
The Role of Play and Shared Book Experiences	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition. (Chapter 2)	For each topic references/readings will be available via the Moodle site.

Week 7 - 01 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
Creative Expression	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition.	For each topic references/readings will be available via the Moodle site.

Week 8 - 08 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
The Educator's Role in Support Creative Expression	Fellowes, J. & Oakley, G. (2024). Language, literacy and early childhood education, 4th edition.	For each topic references/readings will be available via the Moodle site.

Week 9 - 15 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
Observing and Assessing Learning	Arthur et al. (2025), Programming and Planning in Early Childhood Settings, Chapter 8, pp. 399-427 Arthur, L. Beecher, B., Death, E., & Dockett, S (2025). Programming and planning in early childhood settings. Cengage.	For each topic references/readings will be available via the Moodle site.

Week 10 - 22 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Placement	Arthur, L. Beecher, B., Death, E., & Dockett, S (2025). Programming and planning in early childhood settings. Cengage.	For each topic references/readings will be available via the Moodle site.

Week 11 - 29 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
Placement		

Week 12 - 06 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic
Placement		

Review/Exam Week - 13 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 20 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Individual Written Response

Assessment Type
Written Assessment

Task Description
Recognition of a socio-cultural view of literacy reminds us that children learn to be literate in rich contexts, in their home, in the community and in early learning contexts. Participation in these social contexts means that children have a "variety of understandings about what literacy is and how it is done" (Barratt-Pugh, 2020) and the value that it holds. As one would expect, the ways in which children learn literacy vary within and across these contexts. You will provide a written response of no more than 2500 words that addresses the following:

·   Synthesises socio-cultural theories of literacy, language learning and meaning making
·   Evaluates 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

· Explains the effect of oral language development on the literacy learning of young children from diverse linguistic, social and cultural backgrounds

· Describes strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children

In order to complete your written response, you must engage with the materials on Moodle and the references/readings suggested by your lecturer.

Word count for this task is 2500 words.

An elaboration of the assessment task will be available on the Moodle site.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

•	Gen AI content can be used to generate ideas and general structures, however, it must be acknowledged in your task.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Vacation Week Friday (22 Aug 2025) 11:55 pm AEST

Return Date to Students

The assignment will be returned within 3 weeks.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- Synthesise socio-cultural theories of literacy, language learning and meaning making
- 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
- Explain the effect of oral language development on the literacy learning of young children from diverse linguistic, social and cultural backgrounds
- Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission

Online

Submission Instructions

Please ensure you name your file with your name and student number

Learning Outcomes Assessed

- Synthesise socio-cultural theories of literacy, language learning and meaning making
- 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
- Explain the effect of oral language development on the literacy learning of young children from diverse linguistic, social and cultural backgrounds
- Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children

2 Professional Placement

Assessment Type

Professional Practice Placement

Task Description

This assessment task has a number of components that must be completed prior to the placement. This includes the completion of relevant forms and the completion of a quiz to ensure that you have engaged with unit materials prior to commencing your placement. Your placement draws on understandings/knowledge and skills that you will develop through engagement with the unit materials and participation in online tutorials.

a) Formative assessment - Completion of required placement compliance forms. You will access and complete the relevant form through the SONIA placement system. Once you have agreed to each of the statements and submitted the form, it will be available to download through SONIA. We will provide additional guidance regarding the submission of the form/s.

b) Formative assessment - Compulsory Online Quiz. You will complete a 15 question quiz based on the content from the unit. To pass this task and proceed to placement, 100% (that is 15 out of 15) needs to be achieved. You can take the quiz as many times as needed to achieve 100%. Failure to complete the quiz will result in cancellation of your placement.

c) You will undertake a 15-day placement with children (3 – 4 years) and complete all tasks outlined in the Information and Guidelines Booklet for Professional Practice Component.

The placement will be organised by the relevant University Professional Practice Coordinator. An up-to-date working portfolio must be maintained throughout the placement. Explicit guidance about the organisation of the portfolio is provided in the Information and Guidelines booklet. Additional information will be addressed during the tutorials. The working portfolio should include a copy of each of the requirements outlined in the booklet. In addition, you will need to include records of all observations, planning, evaluation and reflection conducted throughout the placement. The staff member at the early learning setting, in consultation with the university supervisor, will complete both an interim and a Final Summative Report.

Please note: The placement booklet will require that students focus on language, literacy and the creative arts during their placement.

Assessment Due Date

The placement will be completed at the time scheduled on the placement calendar

Return Date to Students

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
 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
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.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- 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
- 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

3 Planning Critical Reflection

Assessment Type
Written Assessment

Task Description
This task requires you to submit your design for spaces that support children's engagement with literacy and the arts, particularly the visual arts.

Design and create a provocation space or an experience that provokes children's exploration, enabling them to respond in multiple ways. As you plan/create this space or experience, you need to consider how children can respond using the arts, particularly the visual arts.

You might draw inspiration for the provocation space from images in texts (including literature), nature, the work of artists, techniques used by illustrators (such as collage), experiences that children might have had (that is, connected to the lives of children), and so on.

Also important in your design is the consideration of ensuring that the provocation space/or experience reflects what you

know about young children, their strengths, needs and interests and how you predict they may respond.

As part of the planning process, you need to create a web of possibilities for learning and articulate how knowledge and understanding of children's development, strengths, needs and interests are reflected in the design of the space and the planned experience.

This means that you need to articulate the pedagogical choices that you might make. This might occur via playful interactions with the children, the language that you might introduce, and the techniques that you support children to select. For example, you might extend language pertaining to colour, line, shape and framing and composition and so on.

You need to explicitly identify how the web of possibilities for learning afforded to children links to the relevant learning framework (EYLF) particularly Outcome 5.

Documentation of children's engagement during the planned experience is required.

You are asked to critically reflect on planning and pedagogies that you enacted to determine their suitability for supporting language and literacy development and their engagement with the creative arts. You need to consider also how the pedagogies you enacted were responsiveness to the diverse learner characteristics, abilities and stages of development and align with the way young children learn and make meaning about their world.

Your reflection will be supported with links to the literature examined in the unit and the feedback you received from the teacher/educator.

Word count: 1500 words maximum

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

•   Gen AI content can be used to generate ideas and general structures, however, it must be acknowledged in your task.

Assessment Due Date

This task is due a week after the completion of your placement

Return Date to Students

This task will be returned in 3 weeks

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

- Critically reflect on planning and teaching strategies exacted 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.
- Design a provocation space or experience that invite children's engagement and provide opportunities for them to respond in multiple ways particularly through the creative arts

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- 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
- 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.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem