

TEAC 4003 EARLY LITERACIES

Credit Points 10

Legacy Code 102684

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This subject explores the history of literacy in the early years from different theoretical perspectives and the tensions between theory, expectations and practice. It breaks down language development for diverse learners and develops students' understanding of strategies to scaffold children's language learning and development when working in diverse community contexts. The subject builds on the previous subject of Critical Literacies and focuses the changing nature of literacy and the diverse literacy pathways individuals take up. Students will investigate the processes children go through when speaking, listening, reading and writing in the early years, and the interrelatedness of these processes to make meaning. Students will develop play-based, literacy-enriched experiences underpinned by contemporary literacy perspectives.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

1. Examine the history of literacy in the early years within the Australian context and the impact of policy and theoretical perspectives on practice.
2. Explore language development as it occurs from birth, with consideration of cultural, developmental and linguistic differences.
3. Discuss new literacies, multiliteracies and the role of ICTs in children's literacy development.
4. Explore the processes of children as code breakers, meaning-makers, text participants, text users and text critics in early childhood contexts through a multiliteracies approach.
5. Analyse the tensions between theory, expectations and practice when supporting children's literacy capabilities in prior to school settings.
6. Apply a contemporary, multi-literacies approach when planning play-based learning experiences to extend children's literacy.

Subject Content

1. Historical and contemporary literacy perspectives
2. Language development, including bilingual/multilingual children, supporting Aboriginal Dialects/Aboriginal English and supporting children with additional speech, communication and language needs

3. Young children as code breakers, meaning makers, text participants, text users and text critics.
4. Multi-literacies
5. Literacy learning through play
6. Transition to school and literacy learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	20	N	Individual
Critical Review	1,200 words	30	N	Individual
Professional Task	2,000 words	50	N	Individual

Teaching Periods