UniSC

COURSE OUTLINE

EDN706 Pedagogical and Curriculum Leadership in the Classroom

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING — Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE — You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course positions soon-to-graduate preservice teachers as leaders of curriculum and pedagogical experiences in the classroom. Pre-service teachers will evaluate evidence-based pedagogical and classroom management strategies with the specific purpose of pointing students to the curriculum. In their roles as public intellectuals, teachers connect students and families to learning opportunities, and proactively lead learning in their communities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous learning materials - videos, websites and activities - accessed through Canvas modules, course readings and texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – Tutorial on campus	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous learning materials - videos, websites and activities - accessed through Canvas modules, course readings and texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – Online synchronous tutorial	2hrs	Week 1	7 times

1.3. Course Topics

- Teaching strategies that are supported by neuroscience for the full range of learners (including novice and expert learners, knowledge acquisition, function of memory, cognitive overload)
- Common neuromyths related to education
- Teachers as curriculum and assessment leaders
- Pedagogy for teachers as classroom leaders
- Teachers as public intellectuals
- Classroom management strategies supported by neuroscience
- Mitigating academic stress and anxiety

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Enact the role of teacher as public intellectual and proactively plan and communicate to meet student and community academic needs.	Knowledgeable Creative and critical thinker Empowered Engaged	3.2, 3.3, 3.4, 3.5, 3.7, 7.3
2 Make judgements about evidence-based teaching strategies that are supported by neuroscience.	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 2.1
3 Masterfully lead the implementation of curriculum and assessment in a classroom context, justifying your approach with research and theory.	Creative and critical thinker Empowered Engaged Sustainability-focussed Communication Organisation	1.2, 2.1, 2.2, 2.3, 3.2, 3.4, 3.7, 5.1, 5.3, 5.5
4 Implement synthesised pedagogy and classroom management strategies to point students to the curriculum, justifying your approach with research and theory.	Creative and critical thinker Ethical Engaged Communication Organisation Information literacy	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4
5 Purposefully manipulate effective oral and written communication skills, digital technology skills and academic literacies.	Knowledgeable Empowered Communication Applying technologies	3.4, 3.7

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

CODE	COMPETENCY
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in program ED508 or ED705 or ED706 or ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Oral	Individual	35%	20 minutes/1000 -1200 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2a	Oral	Individual	30%	12-15 minutes	Refer to Format	Online Assignment Submission with plagiarism check
All	2b	Oral and Written Piece	Individual	35%	1800 - 2000 words.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Teaching strategies supported by neuroscience (brain science)

GOAL:	The goal of this task is to demonstrate knowledge and application of teaching strategies that are supported by neuroscience research.
PRODUCT:	Artefact - Creative, and Oral
FORMAT:	1. Engage in professional and reflective conversations during tutorials in Weeks 2, 3 and 4. 2. Share artefacts that demonstrate your active processing of course learning materials and readings to inform your thinking about the format you will use to present the following. 3. Select 3-4 teaching strategies. These need to - Be supported by neuroscience research, including explicit teaching, modelling and scaffolding practices. - Demonstrate your understanding of novice and expert learners and the need to adjust teaching practices as they approach mastery. - Demonstrate understanding of effective knowledge acquisition considering the function of memory and strategies to reduce cognitive overload. - Describe in which circumstances self-directed approaches are ineffective for novice learners 4. Describe each teaching strategy and in which circumstances you would apply (or not) to your curriculum context. 5. Identify 2 neuromyths (e.g., learning styles, multiple intelligences, left/right brain dominance, 10% brain use): - Describe the evidence that disproves them - Explain their potential negative impacts on instructional choices and student learning if perpetuated Submit to Canvas at the end of Week 4

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Explanation of teaching strategies (including explicit teaching, modelling and scaffolding practices) and their application to curriculum.	② ③ ⑤
	2	Demonstrate understanding of effective knowledge acquisition at different stages for learners including impacts of memory and cognitive overload.	② ④ ⑤
	3	Discerning use of neuroscience research and literature to support and justify teaching strategies (including issues with neuromyths)	① ②
	4	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	⑤
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2a: Meet the teacher presentation

GOAL:	The goal of this task is to demonstrate leadership in the classroom through a presentation to students and their parents/care-givers.
PRODUCT:	Oral
FORMAT:	1. Engage in professional conversations during Weeks 4, 5 and 6 tutorials through the sharing and discussion of artefacts that demonstrate your active processing of course learning materials and readings to inform the following. 2. Prepare a "meet the teacher" video presentation (in role) - Provide a brief unit overview (topics, key concepts, intended learning outcomes). - Explain and justify your pedagogical* and curriculum approaches in establishing rules, routines and procedures in maintaining a safe, and positive classroom culture and climate (environment). (* Include reference to high-quality pedagogy) - Explain the proactive and relationship-based pedagogies you employ to promote students' engagement, including expectations you have of students and how support them to achieve ambitious and personalised goals. - Explain how your approach aligns with a whole-school behaviour framework (e.g. School-Wide Positive Behaviour, PBIS, or Berry Street). Submit to Canvas at the end of Week 7

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Communication of curriculum overview including, setting high expectations and setting ambitious, achievable and personalised goals.	① ③ ④
	2	Justification of pedagogical approaches in your classroom that builds positive relationships and aligns to a whole- school behaviour framework.	① ③ ④
	3	Communication and reasoning of proactive and preventative behavioural expectations and classroom management strategies to promote a safe, and positive classroom environment (climate and culture).	① ② ③ ④
	4	Communicating effectively, sensitively and confidently with parents/caregivers, including explanation of communication methods used.	① ⑤
	5	Oral (verbal and non-verbal) communication skills and supporting visual aids.	① ⑤

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

All - Assessment Task 2b: Research and theory behind your classroom leadership

GOAL:	The goal of this task is to critically reflect on your understanding of your role as a public intellectual to proactively lead learning in your communities.
PRODUCT:	Oral and Written Piece
FORMAT:	During Weeks 4, 5, 6 and 7 tutorials you will engage in professional conversations and share artefacts that demonstrate your active processing of course learning materials and readings to inform the following. 1. Create a Reflective Journal. Include observations, conversations and artefacts collated throughout the course. Select on the following basis. Include observations, conversations and artefacts collated throughout the course. Select on the following basis. - Decision making and choices for Task 1 and task 2A using research and theory to defend and justify your thinking. - Challenge oversimplified or biased interpretations of research. - Critically evaluate research and theory, including neuroscientific research and literature, to rationalise your professional practices and classroom leadership. - Critically analyse how exploring research and theory has reinforced or challenged your views of pedagogical and curriculum leadership in the classroom. Submit to Canvas at the end of Week 8

CRITERIA:

No.		Learning Outcome assessed
1	Application of research and theory (including neuroscience) to justify decision making for pedagogy and classroom management in your context, including knowledge acquisition, memory function, and cognitive load principles.	① ② ③ ④
2	Critical evaluation of research and/or theory in your discussions of artefacts, including decision making for explicit teaching, modelling, and scaffolding practices	① ② ③ ④
3	Critical evaluation of research and/or theory in your discussions of artefacts, including implications for the perpetuation of neuromyths.	① ② ③ ④
4	Critical evaluation of research and/or theory in your discussions of artefacts, including implications for mastery progression in practice.	① ② ③ ④
5	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy	⑤

GENERIC SKILLS: Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Artefact - Creative, and Oral	Teaching strategies supported by neuroscience (brain science)	1.1	Assessed
			1.2	Assessed
			1.5	Assessed
			4.1	Assessed
	Oral	Meet the teacher presentation	1.1	Assessed
			1.2	Assessed
			1.5	Assessed
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			3.1	Assessed
			3.2	Assessed
			3.5	Assessed
			3.7	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			5.1	Assessed
			7.1	Assessed
			7.3	Assessed
	Oral and Written Piece	Research and theory behind your classroom leadership	1.1	Assessed
			1.2	Assessed
			1.5	Assessed
			3.2	Assessed
			3.6	Assessed
			4.1	Assessed
			5.1	Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

> Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:
- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au