

EDU378 Teaching Junior Secondary Languages

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

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

Please go to unisc.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 builds capacity to design and recognise effective pedagogy within the learning area of Languages for students in Years 7 -10. You organise and plan lessons using the Australian Curriculum for Languages, apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – This is a blended Learning course and you are required to engage with Canvas materials and complete related activities.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – You are required to participate weekly in a tutorial/workshop that builds on the learning materials	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Curriculum Languages
- Principles of constructive alignment
- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)
- Strategies for establishing challenging and achievable learning goals with students
- Teaching strategies that support acquisition of new knowledge (explicit teaching, scaffolding, modelling, worked examples)
- Teaching strategies that support application and utilisation of knowledge (rich investigative tasks, inquiry learning, independent problem solving)
- Assessing learning in Languages: formative (to determine prior knowledge/ misconceptions, evaluate progress and inform pedagogical planning) and summative assessment strategies, including moderation and reporting
- Embedding literacy, numeracy and ICT learning (including safe and ethical use of ICT) in Languages
- Research and theories of Languages education (Communicative Language Teaching Methods and Intercultural Language Teaching (ICLT))
- Inclusion of diverse learners
- Knowledge and use of appropriate teaching strategies that adapt as a students' familiarity with the subject knowledge increase
- Knowledge and use of teaching strategies that establish prior learning and support students to retrieve past learning and consolidate it in long-term memory

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Research the benefits of learning Languages to promote the Languages Learning Area to key stakeholders in Junior Secondary School settings	Knowledgeable Empowered	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.3, 7.4
2 Research and critically analyse the Communicative Language Teaching (CLT) approach and the Intercultural Language teaching focus, applying this knowledge to a specific additional language in the Junior Secondary years	Knowledgeable Creative and critical thinker	1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
3 Analyse and interpret key components of The Australian Curriculum: Languages	Knowledgeable	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
4 Plan and deliver a learning sequence using relevant pedagogical practices	Knowledgeable Creative and critical thinker	1.5, 2, 2.1, 2.2, 2.3, 3, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
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.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
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.

CODE COMPETENCY

- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 2.6 Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
- 3 PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
- 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
- 3.6 Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 3.7 Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
- 4.2 Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
- 4.5 Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
- 5.1 Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their 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.
- 5.4 Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- 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
- 6.1 Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- 6.2 Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
- 6.3 Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
- 6.4 Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
- 7.3 Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- 7.4 Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

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 AE304 and a Japanese Studies Major or Japanese Studies Extended Minor)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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

Students will receive early feedback on their progress as a result of completing an online quiz prior to census date

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	Quiz/zes	Individual	10%	10 questions	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	50%	2500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Creative Performance	Individual	40%	30 minutes mini lesson; a two page lesson plan	Week 10	In Class

All - Assessment Task 1: On line Quiz

GOAL:	The goal of this task is for you to become familiar with the Australian Curriculum: Languages syllabus by answering a series of on line questions related to the key syllabus focuses	
PRODUCT:	Quiz/zes	
AUTHORSHIP STATEMENT:		
FORMAT:	On line task	
CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge and understanding of the key focuses of the Australian Curriculum: Languages.	1 2 3
GENERIC SKILLS:	Communication, Problem solving	

All - Assessment Task 2: Pedagogical approaches

GOAL:	The goal of this task is to design a sequence of Language lessons for Year 9-10 students that showcases your personal philosophy for teaching your specific language.													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	<p>This task involves planning an engaging sequence of consecutive 70-minute lessons for a Year 9/10 class, including a rationale for the approach you have taken, the content you have chosen, formative assessment strategies and resources needed to implement the lesson plans. You will be provided with a lesson plan template.</p> <p>The lessons should:</p> <ul style="list-style-type: none"> - meet the needs of a diverse range of learners and provide opportunities for all students to succeed; - include meaningful links to literacy and numeracy within the lesson plans; - include a range of evidence-based formative assessment practices to evaluate student learning, adjust instruction, provide targeted feedback and support learning - incorporate effective and safe use of ICT relevant to the learning activities you have devised. - include content and tasks that become increasingly challenging and are based on the students' familiarity with the content; - include a diagnostic assessment activity to identify student learning so the introductory lesson can be pitched to the appropriate level before continuing the lesson sequence; <p>These lesson plans are to be consecutive and should include activities aligned with curriculum learning objectives, with content, activities and tasks becoming increasingly challenging throughout the sequence, and incorporating explicit teaching, spacing and retrieval practice, modelling/worked examples and scaffolding, allowing ample opportunities to practise recall and retention. Ensure that independent problem-solving activities are presented only once the students approach proficiency through opportunities to practise progressively challenging tasks.</p> <p>You will also provide a rationale justifying your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings and the appropriate curriculum documents. The rationale should include: The teaching strategies utilised in your learning and assessment lesson sequence must include explicit teaching, scaffolding, modelling and worked examples, and should be selected based on the students' familiarity with the content.</p>													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Designs appropriate lesson plans evidencing: fundamental aspects of historically significant language teaching approaches; appropriate formative assessment practices; relevant literacy, numeracy and ICT strategies</td> <td>3 4</td> </tr> <tr> <td>2</td> <td>Articulates a personal philosophy of language learning in Years 7 – 10 referring to relevant research and theories</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Designs appropriate lesson plans evidencing: fundamental aspects of historically significant language teaching approaches; appropriate formative assessment practices; relevant literacy, numeracy and ICT strategies	3 4	2	Articulates a personal philosophy of language learning in Years 7 – 10 referring to relevant research and theories	1 2	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	2	
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3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	2												
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy													

All - Assessment Task 3: Micro teaching

GOAL:	The goal of this task is to engage in micro teaching to peers, illustrating and demonstrating understanding of pedagogical approaches submitted in Task 2.	
PRODUCT:	Creative Performance	
AUTHORSHIP STATEMENT:		
FORMAT:	You will teach the Language of your choice to your peers using pedagogical approaches described in your assessment task 2. You will submit a lesson plan prior to this activity.	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of the pedagogical approaches evident in the Australian Curriculum: Languages 3
	2	Ability to teach your Language evidencing a variety of teaching skills 2 3
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy 1 2 3
	4	Ability to teach your language evidencing a variety of teaching skills 4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

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

Nil

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

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)