

EDU737

Teaching Junior Secondary English

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.

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 discern effective pedagogy within English for Years 7 -10. Using the Australian Curriculum English, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students. You interrogate unit plans to evaluate lesson sequences with a focus on the teaching of literary texts. You integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with 2 hour weekly learning materials, associated activities and required/recommended course reading materials accessed through Canvas modules.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – Tutorials are face-to-face and, weekly tutorial materials can be accessed through Canvas modules.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Curriculum for English
- 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 (using the Gradual Release of Responsibility explicit teaching, scaffolding, modelling, worked examples)
- Teaching strategies that support application and utilisation of knowledge (real-world and fictional settings, rich investigative tasks, inquiry learning, independent problem solving)
- Ongoing 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 English
- Research, theory and policy perspectives on teaching English
- Aboriginal perspectives and Torres Strait Islander perspectives in the Australian English Curriculum]
- Inclusion of diverse learners

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	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 Apply your knowledge of the Australian Curriculum English Years 7- 10 to critically evaluate and justify teaching decisions.	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3
2 Demonstrate deep understanding of concepts, principles and structure of English pedagogy when using literary texts.	Knowledgeable Engaged	1.2, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.5
3 Interrogate English unit plans to align, implement and adjust learning sequences responsive to students in contemporary classrooms.	Knowledgeable Communication Problem solving Organisation	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.6, 5.3, 5.4
4 Communicate using appropriate, coherent, and cohesive English language at whole text, word, and sentence level.	Communication	3.5
5 Research and synthesise achievable, challenging learning goals to match student abilities, cater for diverse learning needs, and apply authentic assessment and moderation processes.	Creative and critical thinker Communication	
6 Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible, and ethical learning and teaching decisions.	Ethical Applying technologies Information literacy	

* 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.
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.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander 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.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
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

CODE	COMPETENCY
------	------------

- | | |
|-----|--|
| 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. |
| 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. |
| 3.1 | 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. |
| 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. |

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 ED706 and an English Teaching area, or enrolled in ED508

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is expected that you will draw upon English discipline content knowledge to complete this course that you have studied prior to entry to this program.

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

Self-reflection, peer feedback and online quiz

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	30%	60 minutes	Week 4	In Class
All	2	Oral and Written Piece	Individual	35%	2000 words/12-15 minutes	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	35%	1800-2000 words	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz - including scenarios

GOAL:	The goal of this task is to demonstrate your foundational knowledge of the Australian Curriculum English Years 7- 10, including historical and current theoretical debates.	
PRODUCT:	Quiz/zes	
AUTHORSHIP STATEMENT:		
FORMAT:	The purpose of this task is to demonstrate your knowledge of the Australian Curriculum English Years 7- 10, including current and historical theoretical debates. The assessment comprises multiple choice questions and will include scenarios to evaluate.	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply deep knowledge of language learning theory and the Australian Curriculum English to critically evaluate and justify decisions related to teaching Junior Secondary English 1
	2	Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible and ethical learning and teaching decisions. 6
	3	Communicate using appropriate, coherent, and cohesive English language at whole text, word and sentence level. 4
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy	

All - Assessment Task 2: Multimodal Presentation

GOAL:	The goal of this task is to demonstrate your deep understanding of the concepts, principles and practices for teaching literary texts in a contemporary Junior Secondary classroom. This includes the use of generative AI.																						
PRODUCT:	Oral and Written Piece																						
AUTHORSHIP STATEMENT:																							
FORMAT:	<p>You analyse the purpose and intent for teaching literary texts within contemporary Junior Secondary Classrooms. You select, review, and justify a choice of text for the purposes of teaching specific aspects of the Australian Curriculum: English. Your presentation introduces and discusses your choice of literary text. You then describe what your focus of instruction will be, how you would:</p> <p>sequence the content and tasks in ways that become increasingly challenging, (making use of explicit teaching, spacing and retrieval practices, modelling/worked examples, and scaffolding as appropriate);</p> <p>evaluate student progress s, adjust instruction, provide targeted feedback, and support learning through diagnostic, formative, and summative assessment and moderation practices, and</p> <p>considerations for pedagogy, including the use of generative AI.</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>Apply your knowledge of the Australian Curriculum English Years 7- 10 to critically evaluate and justify teaching decisions.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrate deep understanding of concepts, principles and structure of English pedagogy when using literary texts.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible, and ethical learning and teaching decisions</td> <td>6</td> </tr> <tr> <td>4</td> <td>Set achievable, challenging learning goals to match student abilities and identify authentic assessment and moderation processes.</td> <td>5</td> </tr> <tr> <td>5</td> <td>Interrogate English unit plans to interpret, implement and adapt learning sequences responsive to students in contemporary classrooms.</td> <td>3</td> </tr> <tr> <td>6</td> <td>Communicate using effective, coherent, and cohesive English language at whole text, word, and sentence level for different purposes and audiences.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Apply your knowledge of the Australian Curriculum English Years 7- 10 to critically evaluate and justify teaching decisions.	1	2	Demonstrate deep understanding of concepts, principles and structure of English pedagogy when using literary texts.	2	3	Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible, and ethical learning and teaching decisions	6	4	Set achievable, challenging learning goals to match student abilities and identify authentic assessment and moderation processes.	5	5	Interrogate English unit plans to interpret, implement and adapt learning sequences responsive to students in contemporary classrooms.	3	6	Communicate using effective, coherent, and cohesive English language at whole text, word, and sentence level for different purposes and audiences.	4	
No.		Learning Outcome assessed																					
1	Apply your knowledge of the Australian Curriculum English Years 7- 10 to critically evaluate and justify teaching decisions.	1																					
2	Demonstrate deep understanding of concepts, principles and structure of English pedagogy when using literary texts.	2																					
3	Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible, and ethical learning and teaching decisions	6																					
4	Set achievable, challenging learning goals to match student abilities and identify authentic assessment and moderation processes.	5																					
5	Interrogate English unit plans to interpret, implement and adapt learning sequences responsive to students in contemporary classrooms.	3																					
6	Communicate using effective, coherent, and cohesive English language at whole text, word, and sentence level for different purposes and audiences.	4																					
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																						

All - Assessment Task 3: Professional Conversation and Critical Reflection

GOAL:	The goal of this task is to interrogate an English unit of work and discuss how you would adjust teaching for students in contemporary classrooms. This includes generative AI.	
PRODUCT:	Artefact - Professional, and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>The purpose of this task is to interrogate a Year 7-10 English Unit plan. There are four parts to this task.</p> <ol style="list-style-type: none"> 1. Interrogate the alignment among curriculum intent and the learning activities, strategies, resources used and assessment practices. 2. Analyse two student work samples to further consider ongoing development for these students. 3. Engage in a professional discussion to moderate the outcomes of your analysis (this takes place during the tutorials in Weeks 8 and 9). 4. Write a critical reflection that outlines reflects your interrogation, analysis and professional conversation, including your use of generative AI. 	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply your knowledge of the Australian Curriculum English Years 7- 10 to critically evaluate and justify teaching decisions. 1
	2	Interrogate English unit plans to align, implement and adjust learning sequences responsive to students in contemporary classrooms. 3
	3	Research, synthesise and set achievable, challenging learning goals to match student abilities, cater for diverse learning needs, and apply authentic assessment and moderation processes. 5
	4	Provide evidence of ability to use appropriate teaching strategies and resources such as ICT to support safe, responsible and ethical learning and teaching decisions. 6
	5	Demonstrate deep understanding of concepts, principles and structure of English pedagogy when using literary texts. 2
	6	Communicate using appropriate, coherent, and cohesive English language at whole text, word, and sentence level. 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, 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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1, Weeks 1-3 Australian Curriculum English: F-12 Queensland Curriculum English: Years 7-10. Language acquisition theories and models – including the Four Resources Model The role of adolescent literature in language learning	Exploring education policy documents. Navigating the Australian and Queensland Curriculum English websites. Engaging with the genres of adolescent literature. Learning how to interpret documents, make and justify ethical decisions and provide written responses. Investigating relevant English policy documents found in English journals. Engaging in library work. Reading young adult literature. Readings and tutorial/online activities are updated weekly in CANVAS Learning Materials.
Module 2, Weeks 4-7 English teaching strategies for diverse learners in a range of contexts.	Introduction to teaching strategies that include those that are non-verbal and ICT based (with emphasis on the safe, responsible and ethical use of ICTs). Apply teaching strategies during tutorials to cater for Aboriginal and Torres Strait Islander and other groups' histories, cultures and languages. Link teaching strategies to relevant stages and strands of English learning and teaching in curriculum documents. Organise and integrate lesson content, with teaching strategies including ICT for diverse learners, resources and timing in a Lesson Plan. Read a variety of journal articles based on explicit English teaching strategies for adolescents. Practise the use of strategies. View English lessons provided in CANVAS materials. Weekly readings and tutorial/online activities are provided in Learning Materials on CANVAS.
Module 3, Weeks 8-10 Understanding how to plan, organise and integrate English content into a Unit of Work.	Researching the contents of an English Unit of Work. Interpreting student assessment data and evaluating teaching programs. Learning about assessment in English, feedback, moderation and reporting practices. Additional readings and tutorial/online activities are provided in Learning Materials on CANVAS.

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

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](#)