

EDU767 Teaching Primary School English: Curriculum and Pedagogy

School: School of Education and Tertiary Access

2025 | Semester 2

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 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

In this course you develop foundational knowledge and understanding of the developmental nature of English learning for early childhood and primary students. You will investigate the Australian Curriculum: English and are introduced to learning progressions. You will use this knowledge to select and evaluate a range of children's literature (early, middle and upper primary) and teach and assess progressions in oracy, language and literacy (at letter, word and text levels). You will use national and state curriculum frameworks, draw upon science of reading research, and apply these to students' developmental learning needs.

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 materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial.	2hrs	Week 1	10 times

1.3. Course Topics

Australian Curriculum: English and the Early Years Learning Framework

Queensland Kindergarten Learning Guidelines

Reading and writing research, including neuroscience research

Language Acquisition Theories

Oracy and language use - rhyme, rhythm, tone, pitch

Phonics, phonemic awareness, phonological awareness, morphology, spelling, punctuation, comprehension, fluency in reading and writing

Teaching strategies - explicit teaching of reading and writing

Lesson planning

Aboriginal and Torres Strait Islander Perspectives

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 Synthesise language acquisition theories, the Australian Curriculum:English, the Early Year Learning Framework, and legislative obligations for literacy when making literature selections.	Creative and critical thinker Ethical	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.6
2 Select and analyse language features found in children's literature (including Aboriginal and Torres Strait Islander literary texts) across a range of genres and year levels using appropriate teaching strategies	Knowledgeable Empowered	1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.3, 3.4
3 Design and justify an English literacy teaching plan including content descriptors, learning sequences, informal assessment, and teaching strategies.	Creative and critical thinker Engaged Communication Organisation	1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 5.1, 5.2
4 Apply advanced knowledge of language acquisition theories to planning, teaching and assessment decisions.	Knowledgeable Creative and critical thinker	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 5.2
5 Communicate in written and oral forms using appropriate, coherent, and cohesive English language at text, word, and letter levels.		

* 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.

CODE	COMPETENCY
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.
2.1	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.
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.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
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
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. 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 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

During weeks 1 & 2, students' personal language skills will be assessed and feedback will be provided by tutors.

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	Written Piece	Individual	25%	1750 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	35%	8-10 minutes	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	2000-2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Children's Literature Resource

GOAL:	The goal of this task is to apply knowledge of the relevant curricula (Australian Curriculum: English, the EYLF and the QKLG) to produce a resource of appropriate literary texts for learning and teaching English.		
PRODUCT:	Written Piece		
FORMAT:	This in-class group assessment will take place in the Week Four Tutorial and you will work in small groups of students for this task. You will be provided with an Annotated Bibliography guided template to step you through the assessment, and you will need your laptop to complete the assessment. For this assessment, your group will select four texts to represent a range of genres and styles, including narrative, persuasive, informative, and representative of Aboriginal and Torres Strait Islander stories and meaning. You will align each text with their appropriate phases of schooling (Early Years, Lower Primary, Middle Primary and Upper Primary), relevant curricula (EYLF/QKLG/Australian Curriculum: English), and a feature of early reading that can be taught using each text (oracy, morphology, phonemic awareness, phonics, phonological awareness, fluency, vocabulary, and comprehension). You will then justify your selections and decisions in the guided template.		
CRITERIA:	No.		Learning Outcome assessed
	1	Compose a selection of texts to represent a range of styles, genre, phases of schooling, and their connection to Aboriginal and Torres Strait Islander stories and meaning.	1 2
	2	Justification of appropriate curriculum connections, including Language, Literature and Literacy Strands in the Australian Curriculum, and alignment to EYLF/QKLG where appropriate.	1 3
	3	Rationalise text choice for the ability to develop identified features of early reading.	1 2
	4	English writing skills and accurate use of language conventions at text, word, and letter level.	5
GENERIC SKILLS:	Collaboration, Problem solving, Organisation, Information literacy		

All - Assessment Task 2: Teaching Strategies Presentation

GOAL:	The goal of this task is to demonstrate knowledge and application of English teaching strategies appropriate to the chosen year levels.		
PRODUCT:	Oral and Written Piece		
FORMAT:	To complete this task, you will select one text used in your Task 1 submission. You will then identify one learning concept from each of the interrelated English strands: Language, Literacy and Literature as detailed below. • Language Strand: Identify an early reading language feature and one aligned teaching strategy. • Literacy Strand: Identify a phonic and word knowledge feature of early reading and one aligned teaching strategy. • Literature Strand: Identify a literature strand feature of early reading and one aligned teaching strategy. You will then create a digital presentation to explain, demonstrate and justify the application of specific teaching strategies to teach three features of early reading. • Relate your chosen teaching strategies to theory, showing your ability to align theory and practice. • Rationalise how you would use these texts and associated teaching strategies in a lesson, making links to curriculum documents (e.g. strands and/or content descriptors).		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification of language features, literature focus, and phonics/word knowledge curriculum descriptors aligned with the chosen texts.	1 2
	2	Justification of selected teaching strategies to achieve the curriculum descriptor expectations, aligned with theory.	1 3
	3	Analysis of the teaching strategy and its effectiveness in practice.	3
	4	Oral and written communication, and technical accuracy at the text, word, and letter level.	5
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Shared and guided reading and writing within a lesson

GOAL:	The goal of this task is to develop a plan to teach reading and writing.		
PRODUCT:	Written Piece		
FORMAT:	This task requires you to plan to teach reading and writing using the Lesson Plan Template provided on Canvas. This template provides the format and details for the lesson components. • You will design a lesson plan aligned with the Australian Curriculum English content descriptors and your choice of children's text. • You will align teaching strategies with the content descriptors, text choice, and age of students. • In your lesson plan, you will include scaffolds to support learner needs and formative assessment to demonstrate consideration for the next steps in the learning. • In your lesson plan, you will demonstrate positive learning habits, including but not limited to setting expectations, habit cues, routines, protocols for small groups, and transitions. • In the justification section of the Lesson Plan Template, you will justify your chosen teaching strategies by making explicit connections between your decisions and theory.		
CRITERIA:	No.		Learning Outcome assessed
	1	Alignment between the curriculum, lesson planning goals, learning activities, teaching strategies and formative assessment	1 2 3
	2	Employment of scaffolds to support learner needs	2 3 4
	3	Application of age appropriate teaching and learning, including cues for creating learning habits	3
	4	Justification for the lesson plan content and design aligned with the research literature.	3 4
	5	Academic English writing skills are evident at text, word, and letter levels. APA 7 referencing conventions, technical accuracy is evident.	5
GENERIC SKILLS:	Communication, Problem solving, Organisation, 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	Oral and Written Piece	Teaching Strategies Presentation	1.2	Assessed
			2.1	Assessed
			2.2	Assessed
			2.4	Practiced
			2.5	Assessed
			3.4	Assessed
	Written Piece	Children's Literature Resource	1.4	Practiced
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			2.4	Practiced
			2.5	Practiced, Assessed
			3.3	Assessed
			3.4	Practiced, Assessed
		Shared and guided reading and writing within a lesson	1.2	Practiced
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.5	Assessed
			3.1	Assessed
			3.2	Assessed
			3.3	Assessed
			3.4	Assessed
			3.5	Practiced
			4.1	Practiced
			4.2	Practiced
			4.3	Practiced
			5.1	Practiced
			5.2	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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Thompkins, Campbell, Green and Smith	2018	Literacy for the 21st Century	3	Pearson

8.2. Specific requirements

Lap tops

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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