

EDU767 Teaching Primary School English: Curriculum and Pedagogy

School: School of Education and Tertiary Access

2026 | Trimester 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 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

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 - including explicit teaching of reading and writing and when to move from scaffolded to independent practice
- Curriculum and pedagogy-aligned reading and writing instruction, including collaborative goal setting and persistent reinforcement
- Lesson planning for effective teaching and learning
- Lesson design, including task sequencing within a lesson and moving from scaffolded to independent practice (progressing skills to gain mastery)
- 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.
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

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

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%	One hour and 30 minutes.	Week 4	In Class
All	2	Oral and Written Piece	Individual	35%	10-12 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 language acquisition theory, general theories of teaching and learning, the features of early reading, and the Australian Curriculum V9 to text selection and to justify these decisions.				
PRODUCT:	Written Piece				
AUTHORSHIP STATEMENT:					
FORMAT:	This in-class assessment will take place in the Week Four Tutorial, and you will be provided with prompts to step you through the assessment. YOU WILL NEED: four high-quality picture books to represent a range of genres and styles, e.g., narrative, persuasive, and informative. One text must be representative of Aboriginal and Torres Strait Islander stories and meaning. You will need to be able to align each text to one or more specific year levels in Primary schooling. You should also be ready to align the text content with the Australian Curriculum: English. You will also need to be prepared to identify the features of early reading that can be taught using each text (oracy, morphology, phonemic awareness, phonics, phonological awareness, fluency, vocabulary, and comprehension). You will also need to be able to align your decisions to language acquisition theory and broader theories of teaching and learning applied in this course.				
CRITERIA:	No.				Learning Outcome assessed
	1	Evaluation and curation of a range of high-quality children's texts for styles, genres, phases of schooling, and connection to Aboriginal and Torres Strait Islander stories and meaning.			1 2
	2	Analysis, synthesis and integration of curriculum connections, including Language, Literature and Literacy Strands in the Australian Curriculum, and alignment to EYLF/QKLG where appropriate.			1 2
	3	Analysis, synthesis, and justification of high-quality children's text choice to develop identified features of early reading with alignment to theory.			1 2 3 4
	4	English writing skills and accurate use of language conventions at the word, sentence and text levels.			5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy				

All - Assessment Task 2: English-Specific Teaching Strategies Presentation and Demonstration

GOAL:	The goal of this task is to demonstrate knowledge and understanding of the Australian Curriculum: English by applying the intent of selected content descriptors and aligning them with English-specific teaching strategies to teach the key features of early reading—oracy, phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.		
PRODUCT:	Oral and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	This task requires you to create an English-Specific Teaching Strategies (ESTS) digital presentation and demonstration. You will showcase your ability to select and conduct ESTS at the word, sentence and text level, and you will justify your teaching and learning decisions, including text selection. Refer to the Task 2 Instruction for Students on Canvas for a step-by-step guide to developing this task.		
CRITERIA:	No.		Learning Outcome assessed
	1	Justification of the applied Australian Curriculum descriptors from the three Strands, at the word, sentence and text levels.	1 2
	2	Justification for the applied Australian Curriculum descriptors and their alignment with the identified features of early reading (oracy, phonemic awareness, phonics, fluency, vocabulary, and/or comprehension).	1 2
	3	Evaluation and justification of the applied English-Specific Teaching Strategies (ESTS)	3
	4	Justification of the text choice and teaching and learning decisions aligned with pertinent theories and models.	1 2 3
	5	Oral and written professional communication, and technical accuracy at the word, sentence and text levels.	4
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Literacy Lesson Plan

GOAL:	The goal of this task is to demonstrate knowledge and understanding of literacy lesson planning.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	This assessment is in three parts. Part One: Critical analysis of the worked sample. Part Two: Development of the next lesson in the sequence, including routines, rules, cues for creating learning habits, protocols for small groups, and transitions. Part Three: A written justification for planning decisions. The worked sample is available on Canvas, and the template provided on Canvas must be used for this submission. See the 'Task 3 Guide for Students' available on Canvas for in-depth details of the task format.		
CRITERIA:	No.		Learning Outcome assessed
	1	Critical analysis and evaluation of the 'worked sample lesson plan' content.	1 3
	2	Generation of an aligned lesson plan.	1 3
	3	Synthesis of evidence to validate claims.	1 2 3
	4	Application of routines, rules, cues for creating learning habits, protocols for small groups, and transitions.	3
	5	Professional English writing skills are evident at the word, sentence and text levels.	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	English-Specific Teaching Strategies Presentation and Demonstration	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
		Literacy Lesson Plan	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. 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](#)