



# EDSE20017 Learning and Teaching in Junior Secondary

## Term 1 - 2021

Profile information current as at 26/05/2022 09:18 pm

All details in this unit profile for EDSE20017 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The focus of this unit is on preparing pre-service teachers to teach in junior secondary school contexts (Years 7 - 9). In this unit, emphasis is placed on helping you understand strategies and processes to ensure the bridge between primary and secondary school is safe, strong and consistent for all students. Teaching in junior secondary school contexts requires a particular pedagogical approach where learned information must be meaningful and links to the world beyond the classroom are made. You will engage with the six guiding principles of junior secondary school teaching, namely, distinct identity; quality teaching; student wellbeing; parent and community involvement; leadership; and, local decision-making. Within this context, the role secondary school teachers have in developing effective, useful and efficient strategies that can be used in any discipline area to increase student understanding and improve overall achievement and motivation will be explored. Additionally, teaching in junior secondary school contexts requires you to model and teach effective literacy and numeracy. As such, you will also develop effective skills in demonstrating personal literacy and numeracy competence.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2021

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Online Quiz(zes)**

Weighting: 25%

#### 3. **Critical Review**

Weighting: 25%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Feedback

**Feedback**

Quality of zoom recordings

**Recommendation**

This should not be an issue next year as it is hoped that reduced traffic on Zoom will improve Zoom quality.

#### Feedback from Student Feedback CQU Renew

**Feedback**

Textbook is used in only the first half of the unit and not regarded as 'practical' in nature

**Recommendation**

Review textbook selection and use across the whole of the course, and investigate alternative readings.

#### Feedback from Unit Coordinator

**Feedback**

Consistency of Marker feedback

**Recommendation**

Ensure consistency of marker feedback.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Examine the complex nature of teaching in junior secondary school contexts through the analysis of issues facing students with respect to their social, emotional, physical and cognitive development
2. Define, scrutinise and research the principles that underpin junior secondary school teaching
3. Challenge contemporary thinking about teaching junior secondary students including issues associated with their bodies, health, physicality, personal development, creativity, expression, literacy and numeracy
4. Evaluate the role secondary school teachers have in developing effective, useful and efficient strategies that can be used to increase student understanding and improve overall achievement and motivation
5. Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
6. Engage in professional learning to improve personal practice and student learning.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

**1.1 Physical, social and intellectual development and characteristics of students**

**1.2 Understand how students learn**

**2.5 Literacy and numeracy strategies**

**4.1 Support student participation**

**6.2 Engage in professional learning and improve practice**

**6.4 Apply professional learning and improve student learning**



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Miriam Ham** Unit Coordinator  
[m.ham@cqu.edu.au](mailto:m.ham@cqu.edu.au)

## Schedule

### Week 1 - Who are they? - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Identifying the characteristics of junior secondary students.		Introduction to Assignment 1. Begin preliminary research.

### Week 2 - Where are they going? - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the guiding principles of teaching junior secondary students. Discovering the pathways available in secondary school and those youth take in society.		Defined assessment task topic. Check with Miriam via email. Continue in depth research.

### Week 3 - Cultural identity and gender - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Examining how students' culture and gender impact learning outcomes.		Outline of Assignment 1 complete. Begin first draft of paper.

### Week 4 - Social class and inequity - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Examine the impact of social class on students participation in, engagement with and outcomes from secondary education.		Editing of first draft.

### Week 5 - Indigenous education - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous students' experience in secondary schooling.		Editing of final draft of Assignment 1. Complete referencing.

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		Assignment Taks 1 due Tuesday 13th April 11:55pm
		<b>Assessment Task 1 - Research Paper</b> Due: Vacation Week Tuesday (13 Apr 2021) 11:45 pm AEST

**Week 6 - Who we are. - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Examine the way communication occurs and how our style of communication impacts our relationships.		No assessment this week.

**Week 7 - What we do. - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Examination of communication skills with stakeholder.		Quiz 1 Open Monday 26th to be completed by Sunday 2nd May 11pm.

**Week 8 - What we say and how we say it. - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Intended vs enacted curriculum: how what we do can increase student understanding and improve overall engagement, achievement and motivation.		Quiz 2 Open Monday 3rd May to be completed by Sunday 9th May 11pm. Assignment 1 returned - begin reflection on personal Literacy skills based on feedback. Begin to examine strengths and challenges in personal communication for critical reflection

**Week 9 - Personal literacy skills - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Examination of personal literacy skills		Quiz 3 Open Monday 10th May to be completed by Sunday 16th May 11pm. Examine strengths and challenges in personal literacy and add to critical reflection

**Week 10 - Personal numeracy skills - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Examination of personal numeracy skills		Quiz 4 Open Monday 18th May to be completed before Sunday 23rd May 11pm. Examine strengths and challenges in personal numeracy skills and add to critical reflection

**Week 11 - The impact of teachers' communication, literacy and numeracy skills on students - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Identify the impact of teachers' skill on students		Quiz 5 Open Monday 24th May to be completed before Sunday 30th May 11pm. Complete section of reflective statement that outlines the impact of teacher's skills on students

**Week 12 - Role models of learning - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic

How can I improve my skill? Review of teachers' as learners through research

Assessment Task 2 Critical Reflection due Friday 4th June, 11:59pm.

**Assessment Task 3 - Critical Reflection** Due: Week 12 Wednesday (2 June 2021) 11:45 pm AEST

## Assessment Tasks

### 1 Assessment Task 1 - Research Paper

#### Assessment Type

Written Assessment

#### Task Description

The task asks you to prepare a **research paper**. To do this, you must first research a chosen topic and then prepare and present a structured paper (essay) that:

- defines and explains the topic
- identifies how and why the issue impacts adolescents
- discusses the implications for the education of secondary aged students and their teachers
- and evaluates current literature and makes recommendations of effective and efficient classroom and whole school strategies that can be used to increase student understanding and improve overall achievement and motivation.

#### Step 1

**Choose an issue or concern** specific to students in the secondary phase of their education.

Examples may include, but are not limited to:

- · Mental Health
- · Risk taking behaviours e.g. Alcohol, drug, crime
- · Equity and discrimination
- · Rural isolation
- · Access to technology
- · Youth (sub)culture/s
- · Body image, self-identity or sexuality
- · Any other issue specific to adolescence that results in disengagement from learning or school.

You will notice that many of these topics overlap with course topics in the first four weeks of the term.

#### Step 2

**Research the topic** using the library on-line materials and your textbook. It is suggested that you read information from at least seven different sources prior to beginning the construction of your paper. From your readings, define the boundary of your paper. For example, you might choose the topic of youth subcultures. This topic is too broad for a 2000 word paper. So to narrow the topic you might consider a specific topic with youth subcultures, e.g. the impact of being a 'gamer' on students' learning and their level of engagement in school. Please check your topic with your lecturer. There will be more information on the research process provided throughout the Links to Assessment on the Moodle site.

#### Step 3

**Write** the research paper. **This step includes considering a structure, writing a first draft, editing and referencing a second draft to produce a final piece for submission.**

The following headings should guide the writing of your research paper:

**Provide a** definition of your chosen topic based on scrutiny of the research.

**Discuss and justify how and why** this topic impacts adolescents as stated in the research.

**Discuss the implications** the topic has on the levels of engagement and learning outcomes for youth and their teachers' practice including how it challenges contemporary thinking about teaching junior secondary students.

**Conclude by making recommendations** of effective and efficient classroom strategies for teachers and whole schools that increase student understanding and improve overall achievement and motivation.

**Support all of your work** with links to current research in the area of adolescent development. This research must include recent journal articles, textbooks and professional readings. It is expected you will use some of the sources from the unit, but your research should predominantly go beyond the set readings.

The paper is to be written in third person and follow the recommended structure provided by the ALC.

**Length: 2000 words**

### Assessment Due Date

Vacation Week Tuesday (13 Apr 2021) 11:45 pm AEST

### Return Date to Students

### Weighting

50%

### Assessment Criteria

1. Examine the complex nature of teaching in junior secondary school contexts through the analysis of issues facing students in respect to their social, emotional, physical and cognitive development
2. Define, scrutinise and research the principles that underpin junior secondary school teaching
3. Challenge contemporary thinking about teaching junior secondary students including issues associated with their bodies, health, physicality, personal development, creativity, expression, literacy and numeracy
4. Evaluate the role secondary school teachers have in developing effective, useful and efficient strategies that can be used to increase student understanding and improve overall achievement and motivation

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Upload through Moodle assessment link

### Learning Outcomes Assessed

- Examine the complex nature of teaching in junior secondary school contexts through the analysis of issues facing students with respect to their social, emotional, physical and cognitive development
- Define, scrutinise and research the principles that underpin junior secondary school teaching
- Challenge contemporary thinking about teaching junior secondary students including issues associated with their bodies, health, physicality, personal development, creativity, expression, literacy and numeracy
- Evaluate the role secondary school teachers have in developing effective, useful and efficient strategies that can be used to increase student understanding and improve overall achievement and motivation

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 2 Assessment Task 2 - Online Quizzes

### Assessment Type

Online Quiz(zes)

### Task Description

This task requires you to demonstrate an appropriate level of personal competence in communication, literacy and numeracy required for teaching. You will complete **Five on-line quizzes** one per week for each from 7 to 11. The purpose of the quizzes is to show your personal competence in communication, literacy and numeracy appropriate to model effective speaking, reading, writing, spelling, oral language and numerate thinking for youth. (Cumulative score out of 25)

#### *Essential preparation:*

You **must** complete the readings and activities for each week as some of the questions are based on the information contained in the readings

Other questions are designed to test your application of basic skills in regards to content about communication, literacy and numeracy concepts that are important to your development as a teacher.

#### *Further information:*

You must complete the weekly quiz in the weeks in which they are allocated. (i.e. Quiz 1 must be completed in week 7, Quiz 2 in week 8, Quiz 3 in week 9, Quiz 4 in week 10, Quiz 5 in week 11). Each weekly quiz will be open for all of that week only (i.e. Week 8 quiz will be open from Monday of Week 7 through to the following Sunday - so you have 7 days to complete the quiz). If you have extenuating circumstances that align with the extension policy, you may request an alternative time to complete your quiz. To do so you must submit an extension request through the Support link and provide documentation to support your request.



You have 1 attempt only at each quiz.

There are 10 questions per quiz, each question worth 0.5 of a mark.

Each quiz is timed - you have 30 minutes to complete each quiz.

Once you complete each of the quizzes you will know your score, but you will not know what answers were correct or incorrect. This information will be released to you at the end of the week once the quiz has been closed for that week. You will not be able to go back in and attempt the quiz again.

Your responses for each quiz will be recorded for assessment purposes.

The Quiz links are located within the Assessment Block

### Number of Quizzes

### Frequency of Quizzes

Weekly

### Assessment Due Date

### Return Date to Students

### Weighting

25%

### Assessment Criteria

1. Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
2. Engage in professional learning to improve personal practice and student learning.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
- Engage in professional learning to improve personal practice and student learning.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

## 3 Assessment Task 3 - Critical Reflection

### Assessment Type

Critical Review

### Task Description

This task requires you to demonstrate an appropriate level of personal competence in communication, literacy and numeracy required for teaching through a **critical reflection** of your skills. Your reflection will outline your strengths and professional challenges relating to personal communication, literacy and numeracy competency that demonstrates an understanding of impact on students and includes a plan for how you aim to improve your competency prior to your graduation.

Sources - using the feedback given to you from the first task, your experiences in the weekly activities, the Quizzes and your reflection on your personal circumstances, you are to write a 1000 word critical reflection outlining your strengths and professional challenges relating to your levels of personal communication, literacy and numeracy competency.

This critical reflection must:

- outline what you believe are **your strengths and professional challenges in relation the communication, literacy and numeracy standards** with supporting examples drawn from the sources listed above (**approx 400 words**)
- outline what you believe are **the consequences of your current personal skill level** for both yourself and your future students (**approx 300 words - include academic references**)
- outline **how you intend to improve your** personal communication, literacy and numeracy skill level in order for you to be prepared to competently teach secondary students (**approx 300 words - include specific learning activities or sources**)

This reflective piece allows you to demonstrate the following two Professional standards:

**Professional Standard 6.2 Engage in professional learning and improve practice** - *Understanding the relevant and appropriate sources of professional learning for teachers\**

**Professional Standard 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\**.

\*A full copy of the AITSL Professional Standards for Australian Teachers is available [here](#).

**Assessment Due Date**

Week 12 Wednesday (2 June 2021) 11:45 pm AEST

**Return Date to Students****Weighting**

25%

**Assessment Criteria**

1. Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
2. Engage in professional learning to improve personal practice and student learning.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Upload on Moodle link

**Learning Outcomes Assessed**

- Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
- Engage in professional learning to improve personal practice and student learning.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem