

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDSE20017 Learning and Teaching in Junior Secondary

Term 1 - 2025

Profile information current as at 25/11/2024 07:16 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.

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

Completion of 72 credit points in CA10, CG72 or CG93 OR Admission to CL05.

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 - 2025

- 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

Information for Class and Assessment Overview has not been released yet.

This information will be available on Monday 13 January 2025

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 Markers feedback

Feedback

A higher number of students focused their Task 1 assessment responses on adolescents and youth rather than the specified age group of 'junior secondary'.

Recommendation

Include the words 'junior secondary school students' in place of the word 'youth' in Task 1 description.

Feedback from Student feedback and Unit Coordinator feedback

Feedback

Quizzes

Recommendation

Change either the questions asked in the quizzes, or the whole assessment approach.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.

This information will be available on Monday 13 January 2025

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.

This information will be available on Monday 13 January 2025

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 February 2025

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.