



The University of Southern Queensland

## Course specification

### Description: Guiding and Managing

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	3004	51268	1, 2006	ONC	1.00	Toowoomba

**Academic group:**

FOEDU

**Academic org:**

FOEDUC

**Student contribution band:**

National Priority Teaching

**ASCED code:**

070199

### STAFFING

Examiner: Mary Keeffe

Moderator: Rick Churchill

### RATIONALE

Supportive and inclusive learning environments are the key to quality teaching and learning outcomes for all students in 21st century educational settings. While much of the focus in thinking about managing learning environments tends to fall on strategies for responding to (mis)behaviour, behaviour management is not an end in itself, nor is mere compliance an appropriate goal. Positive relationships lie at the core of holistic approaches to teaching and learning in contemporary contexts. The purpose of guiding and managing learners is to give them the confidence to take increased responsibility for their own actions and to understand the effects of their behaviour on others. An engaging, worthwhile curriculum in a challenging but supportive environment that is responsive to the full range of learners' strengths and needs is an appropriate starting point for the management of teaching and learning for all students.

### SYNOPSIS

This course explores the skills, behaviours and theories that underpin encouraging considerate and socially responsible behaviour among students. It focuses on a 'guidance approach' to the behaviour management of students along with a holistic approach to the establishment of positive and supportive learning environments and sees relationships as critical in the management of student behaviour within the classroom context. The course examines the elements of approaches to this management responsibility and explores the factors underlying why many teachers find it problematic. Within the context of catering for a diverse range of students and guided by the principles and practices of inclusive education the course looks at ways teachers can operate collaboratively within whole-school policies to manage the learning environment and develop positive working relations with students. The course provides for a nominal 7.5 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain

approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## OBJECTIVES

On completion of this course students will be able to:

1. establish, communicate and maintain clear expectations of all involved in the learning environment, based on agreements negotiated in the attachment site
2. establish, maintain and repair positive relationships with students at the attachment site
3. demonstrate an understanding of a guidance approach to behaviour management
4. demonstrate an understanding of the contextual nature of student behaviour
5. demonstrate the application of a framework for understanding student behaviour
6. in the form of a behaviour management plan, articulate a range of incremental strategies for managing the learning environment
7. demonstrate the application of a considered and informed professional approach in responding to challenging behaviours in ways that are consistent with whole-school policies at the attachment site
8. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies
9. apply an understanding of guiding and managing learning environments in the professional attachment
10. articulate an example of how the key concepts encountered in this course can be applied in an educational setting, incorporating the application of ICTs in the resulting presentation.

## TOPICS

	Description	Weighting (%)
1.	Establishing supportive classroom environments	20.00
2.	Establishing, maintaining and repairing relationships in diverse contexts	20.00
3.	Preventative, supportive and corrective management approaches	20.00
4.	Whole school approaches and teacher self-management	20.00
5.	Critical incidents and responses to challenging behaviours	20.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone

+61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

GDE3004 USQ resource package.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Bradshaw, K 2000, *Classroom strategies for students with behaviour disorders*, Social Science Press, Katoomba.

Charles, C 2005, *Building classroom discipline*, 8th edn, Pearson/Allyn & Bacon, Boston.

Edwards, C & Watts, V 2004, *Classroom discipline and management: an Australian perspective*, Wiley, Brisbane.

Levin, D 1994, *Teaching young children in violent times: building a peacable classroom*, NAEYC, Washington.

Little, E 2003, *Kids behaving badly: teacher strategies for classroom behaviour*, Pearson Education, Frenchs Forest.

Pirola-Merlo, S 2003, *Relationship management in the primary school classroom: strategies in the legal and social context*, Pearson Prentice Hall, Frenchs Forest.

Porter, L 2000, *Student behaviour: theory and practice for teachers*, 2nd edn, Allen & Unwin, Sydney.

Porter, L 2003, *Young children's behaviour: practical approaches for caregivers and teachers*, MacLennan & Petty, Sydney.

Rogers, B *Behaviour management: a whole school approach*, 2nd edn, Paul Chapman Publishing, London.

Rogers, B 2002, *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*, Paul Chapman Publishing, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Private Study	85.00
Residential Schools	20.00
Workshops	30.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1 - PART 1	10.00	10.00	14 Apr 2006 (see note 1)
PROFESSIONAL ATTACHMENT	50.00	50.00	23 Jun 2006
ASSIGNMENT 1 - PART 2	40.00	40.00	03 Jul 2006 (see note 2)

### NOTES

1. All assessment items will receive a grade. Assignment 1 - Part 1: Proposal.
2. Assignment 1 - Part 2: Problem-Based Presentation.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the student's responsibility to attend and participate appropriately in the residential school and other scheduled learning activities (such as on-campus workshops and web-based activities) scheduled for them. Students must complete 7.5 days of professional attachment at an identified school site.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least a grade of C- for each assessment item.
- 3 Penalties for late submission of required work:  
Students who fail to submit assignments by the due date without prior approval must apply to the course examiner for deferred assessment. The course examiner will consider each such application on its individual merits.
- 4 Requirements for student to be awarded a passing grade in the course:  
In order to gain a passing grade in the course, students must submit all items of assessment; complete all professional attachment requirements successfully; and attain a passing grade in all items. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet a limited number of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up).
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded: IDM (Incomplete Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All students must successfully pass the professional attachment as well as the academic component to successfully complete the course.
- 10 All assessment items will receive a grade.

## OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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