



The University of Southern Queensland

## Course specification

| <b>Description: Relating and Collaborating</b> |         |       |         |      |       |           |
|--|---------|-------|---------|------|-------|-----------|
| Subject  | Cat-nbr | Class | Term    | Mode | Units | Campus    |
| GDE  | 4006    | 55310 | 2, 2006 | ONC  | 1.00  | Toowoomba |

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Academic group:</b>            | FOEDU                      |
| <b>Academic org:</b>              | FOEDUC                     |
| <b>Student contribution band:</b> | National Priority Teaching |
| <b>ASCED code:</b>                | 070199                     |

### STAFFING

Moderator: Alison Mander

### RATIONALE

In the schools of the 21st century the work of the teacher requires collaboration and cooperation in professional teams. Making contributions to whole-school operations within a dynamic professional community of learners and being active in the wider professional community, are defining characteristics of the nature of contemporary teachers' work. Effective relationships with students, fellow teachers, paraprofessionals, parents, interagency personnel and community resource people lie at the core of maximising the opportunities for all learners to reach their potential. The will and skill to effectively work constructively in collaborative ways are crucial elements in the repertoire of all teachers.

### SYNOPSIS

This course will expose students to the important role of relationships between student and student, teacher and student, teacher and parents, teachers and their colleagues, teachers and paraprofessionals in optimising the conditions and opportunities for success in learning and development for all students. The skills, attitudes and behaviours that promote effective relationships and collaboration will be identified and practised. The potential contributions of community members and specialist professional staff to the effectiveness of teachers' work and students' learning in these complex times will be explored. The course provides for 15 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. Understand how collaboration impacts on teacher roles and responsibilities in relation to students with diverse educational needs
2. demonstrate a willingness and capacity to establish and maintain effective working relationships with students, parents and fellow staff in the attachment context
3. demonstrate the application of collaboration skills in a variety of roles in the attachment context or in University-based tasks related to the course
4. establish and maintain productive partnerships with parents and other staff in order to promote the quality of teaching and learning
5. identify contexts where collaboration offers tangible advantages for service delivery, problem solving, or promotion of individual student learning
6. apply an understanding of relating and collaborating in the professional attachment
7. apply principles of ethical and collegial practice to collaborative situations
8. articulate an example of how the key concepts encountered in this course can be applied in an educational setting.
9. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies
10. demonstrate knowledge, understanding and application of appropriate ICT uses for teaching and learning

## **TOPICS**

|    | Description  | Weighting (%) |
|----|--|---------------|
| 1. | The ecological context of professional work  | 20.00         |
| 2. | Enhancing learning through working with parents and other community members: the pedagogy of relationships | 20.00         |
| 3. | Establishing, maintaining and repairing relationships and fostering a positive environment                 | 20.00         |
| 4. | Approaches to teamwork and collaboration   | 20.00         |
| 5. | Ethical professional practice in collegiality and collaboration  | 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).

GDE4006 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.

Friend, M & Cook, L 2003, *Interactions: collaboration skills for school professionals*, 4th edn, Allyn & Bacon, Boston.

Newman, L & Pollnitz, L 2005, *Working with children and families: professional, legal and ethical issues*, Pearson Education Australia, Frenchs Forest.

Overton, S 2005, *Collaborating with families: a case study approach*, Pearson/Prentice Hall/Merrill, Upper Saddle River, NJ.

Walther-Thomas, C, Korinek, L, McLaughlin, V, & Williams, B 2000, *Collaboration for inclusive education: developing successful programs*, Allyn & Bacon, Boston.

## STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY            | HOURS |
|---------------------|-------|
| Assessment          | 30.00 |
| Private Study       | 80.00 |
| Residential Schools | 20.00 |
| Workshops           | 30.00 |

## ASSESSMENT DETAILS

| Description                      | Marks out of | Wtg(%) | Due date    |
|----------------------------------|--------------|--------|-------------|
| ASSIGNMENT 1-PART 1:<br>PROPOSAL | 10.00        | 10.00  | 18 Aug 2006 |
| PROFESSIONAL ATTACHMENT          | 50.00        | 50.00  | 24 Nov 2006 |
| ASSIGNMENT1-PART2:PRESENTATION   | 40.00        | 40.00  | 27 Nov 2006 |

## 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 15 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 50% of the marks.
- 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 at least 50% of the marks available for the course. 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 marks 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 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 grades 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.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.

- 2      **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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