



The University of Southern Queensland

## Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

### Description: School Community and Classroom Relations

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	3207	67075	2, 2007	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Examiner: Barry Fields

Moderator: Mary Keeffe

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

Underlying the success of the teaching and learning process in the school context, is the nature of the relations which are developed between key participants in this process. These include students, teachers, school administrators, support staff, parents and the broader community within which the school resides. Where relations are based on key principles and practices such as effective communication, conflict resolution, common understandings and purpose, collaboration, social justice and inclusivity, the foundation is laid for achieving the goals of education and the promotion of longer term prosocial behaviour within society at large.

### SYNOPSIS

This course focuses on the skills of interpersonal communication and addresses ways that open, positive, constructive and rewarding relations can be developed and maintained between key persons in the school education process. Particular attention will be given to student-student, teacher-student, teacher-teacher and teacher-parent relations. The course addresses major barriers and impediments to good communication and interpersonal conflict in the school context. It will have a strong problem-based teaching orientation allowing students to look at common relational issues, dilemmas and problems that occur in schools.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify the major conditions and skills associated with effective interpersonal communication (Assignments 1 and 2)
2. describe and explain a range of strategies for minimising disruptive and antisocial student behaviour in the school and promoting prosocial behaviour (Assignment 2)
3. describe the skills and behaviours necessary to establish constructive and collaborative working relations with teaching colleagues, school administrators, other professionals, parents and other members of the school community (Assignments 1 and 2)
4. apply appropriate conflict management and conflict resolution strategies to a range of common interpersonal conflicts and disputes which occur in schools (Assignments 1 and 2)
5. recognise the common barriers to effective interpersonal communication and relationships in the school context and suggest strategies for reducing or overcoming these impediments (Assignments 1 and 2)
6. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing (All assessment items)
7. demonstrate, where appropriate, ways in which ICT's could be used to assist in establishing positive relations within the school community (All assessment items).

## TOPICS

	Description	Weighting (%)
1.	Interpersonal communication skills and strategies and barriers to effective communication	15.00
2.	Student-student conflict and peer mediation	10.00
3.	Teacher-student relations, conflict and behaviour management	25.00
4.	Interpersonal problem solving and conflict resolution skills and strategies	25.00
5.	Working collaboratively with colleagues and parents	25.00

## 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).

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

## 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.

A reference list will be provided to students during the first class meeting.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	50.00
Lectures	12.00
Private Study	79.00
Tutorials	24.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	40.00	40.00	31 Aug 2007
ASSIGNMENT 2	60.00	60.00	05 Nov 2007

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:**  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- Penalties for late submission of required work:**  
If students submit assignments after the due date without prior approval of the examiner then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:**  
To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and must achieve at least 50% of the total weighted marks available for the course.
- Method used to combine assessment results to attain final grade:**  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- Examination information:**  
There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

As there are no examinations in this course, there will be no Deferred or Supplementary examinations.

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 despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made 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 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and 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 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 Professional presentation is expected for assignments (including appropriate use of grammar, punctuation and spelling). Attachment of an assignment cover sheet is necessary and available from the Faculty Assignment Collection Office, G315.
- 11 All 20 days of Professional Context Experience (PCE) must be completed satisfactorily before a passing grade can be awarded.

## **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:**  
<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.
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