



The University of Southern Queensland

## Course specification

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: Classroom Management and Behaviour Difficulties

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	2322	78453	2, 2008	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>	070113

### STAFFING

Examiner: Barry Fields  
Moderator: Patrick O'Brien

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR or BPMU or BEPH or BEEH or BESP

### 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

Behaviour management is widely acknowledged as a major concern of educators, and is ranked by practitioners, novice and experienced, along with catering for student diversity, as their most significant professional challenge. Likewise, both state and private employing authorities have recognised the importance of behaviour management in the teaching-learning process, by identifying it as a priority in teacher education and in resource allocation. In the initial preparation of educators, behaviour management is broadly regarded as a core skill, essential to effective practice and positive student-educator relations.

### SYNOPSIS

In this course preservice educators are introduced to a wide range of models, methods and strategies for managing student behaviour, with particular attention given to the management of students who exhibit behavioural and adjustment problems. The underlying theoretical basis of each approach is examined, along with a critical review of its efficacy and appropriateness in early childhood and primary school contexts. Due regard is also given to the congruence between current policies on student behaviour and the procedures recommended in each of the approaches covered. Support

is provided in the process of developing a personal approach to the management of student behaviour.

## 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. demonstrate familiarity with and understanding of State Legislation and Education Queensland policy relevant to behaviour management in schools ( Assessment 1)
2. demonstrate familiarity with and critical understanding of the structure and purpose of Responsible Behaviour Plans for Students [Assessment 1)
3. apply appropriate preventative and corrective behaviour strategies to case studies of student misbehaviour [Assessment 1 and 2)
4. identify and apply appropriate strategies to help foster positive teacher-student and student-student relations in school contexts ( Assessment 1 and 2)
5. describe and critically evaluate at least 4 commonly used models of behaviour management used in Australian schools (Assessment 1 and 2)
6. develop and justify a personal approach to behaviour management, drawing on information presented in the course (Assessment 2)
7. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing (All assessment items)
8. demonstrate, where appropriate, ways in which ICT's could be used to assist in establishing effective classroom and school behaviour management (All assessment items).
9. Demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing

## TOPICS

	Description	Weighting (%)
1.	Legislation and Policy Related to Behaviour Management	5.00
2.	School Responsible Behaviour Management Plans	5.00
3.	Preventative Behaviour Management	15.00
4.	Corrective Behaviour Management	25.00
5.	Strategies for Positive Behaviour Support and Relations	25.00
6.	Models of Behaviour Management	20.00
7.	Developing a Personal approach to Behaviour Management	5.00

## 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).

## 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 of predominantly eReserve readings and internet sites will be provided to students during the first class meeting.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...  
<http://www.usq.edu.au/library/faculties/education/default.htm>

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	14.00
Directed Study	60.00
Lectures	24.00
Private Study	43.00
Tutorials	24.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSESSMENT 1	40.00	40.00	25 Aug 2008
ASSESSMENT 2	60.00	60.00	03 Nov 2008

## IMPORTANT ASSESSMENT INFORMATION

- 1 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.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% for each assessment item.
- 3 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 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.

- 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 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.

## **OTHER REQUIREMENTS**

- 1 **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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