



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: Managing Supportive Learning Environments

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDC	2100	96298	3, 2009	WEB	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>	070100

### STAFFING

Examiner: Barry Fields

### OTHER REQUISITES

It is recommended that students should have successfully completed the first year of the Bachelor of Education degree before undertaking this course.

### RATIONALE

The primary purpose of the education process is the facilitation of learning. This holds true whether the learner is a young child or an adult. Learning is maximised when the curriculum is relevant and when pedagogy is engaging. While important, these factors alone will not ensure that learning will occur. Also needed are educators who see the development of positive relations with learners as a priority and who are also skilled in the organisation and management of the teaching-learning environment, including the management of learner behaviour.

### SYNOPSIS

The course has as its major focus the essential knowledge and skills necessary for beginning educators to: 1. design and implement well organised and managed learning environments, 2. recognise and be responsive to learner backgrounds, characteristics and experiences which might impact upon engagement in learning and behaviour, 3. develop positive relations with learners, 4. facilitate the acquisition of social competencies appropriate to the learning context, and 5. re-direct and correct where necessary, behaviour which impedes or disrupts the teaching-learning process. While these facets of teaching and learning are singled out here, their reciprocal relationship with curriculum and pedagogy will be a feature of their coverage. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, student may be transferred to the EXT or WEB offering and advised of this change before semester commences. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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 and explain the factors, both internal and external to the learning context, that influence learner behaviour (Quizzes and Assignment).
2. identify and explain the reciprocal relationship between curriculum, pedagogy and behaviour in learning contexts (Quizzes and Assignment)
3. design learning environments, including the use of time, space, resources and learner groups, conducive to both teaching and learning (Quizzes and Assignment)
4. identify factors which might enhance or impede the development of positive educator-learner relations (Quizzes and Assignment)
5. understand the role played by preventative and supportive strategies and procedures in maximizing learner cooperation and engagement in learning tasks and activities in case studies of behaviour problems (Quizzes and Assignment)
6. acquire and employ a repertoire of strategies for the re-direction and correction of inappropriate or disruptive behaviour in the learning environment in case studies of behaviour problems (Quizzes and Assignment)
7. show an understanding and application of the nature and causes of challenging and more serious forms of learner behaviour and how educators can act to minimize its negative impact within the learning environment (Quizzes and Assignment)
8. describe and critically review selected examples of local, national and international policies and education system responses to behaviour management and support within and across education sectors (Quizzes and Assignment)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

## TOPICS

	Description	Weighting (%)
1.	Behaviour in context.	10.00
2.	Organising and managing the learning environment	15.00
3.	Establishing positive relations	15.00
4.	Proactive and supportive behaviour management	25.00
5.	Understanding and managing challenging behaviour.	25.00
6.	Local, national and international exemplars of contemporary practices	10.00

## 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.

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>

Beaty, J 2006, *50 Early childhood guidance strategies*, Pearson Education, Frenchs Forest, NSW.

Danforth, S & Smith, TJ 2005, *Engaging troubling students: a constructivist approach*, C.A. Corwin Press, Thousand Oaks.

Edwards, CH & Watts, V 2004, *Classroom discipline and management: an Australasian perspective*, John Wiley & Sons, Milton, QLD.

Porter, L 2008, *Young children's behaviour: practical approaches for caregivers and teachers*, 3rd edn, MacLennan & Petty, Marrickville, NSW.

Rogers, B 2007, *Behaviour management: a whole school approach*, 2nd edn, Paul Chapman Publishing, London.

Rogers, B 2006, *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*, 2nd edn, Paul Chapman Publishing, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
QUIZZES	60.00	60.00	16 Nov 2009 (see note 1)	1, 2, 3, 4, 5, 6, 7, 8	U1, U2, U4	2, 2, 2
ASSIGNMENT	40.00	40.00	22 Jan 2010	All	U1, U2, U4	2, 2, 2

### NOTES

1. Quizzes are due Weeks 2 - 13. Due dates for Quiz 1: 04 December, 2009; Quiz 2: 8th January, 2010; Quiz 3: 29th January, 2010

## GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Intermediate (Level 2)
Problem Solving (Skill U2)	Intermediate (Level 2)
Written & Oral Communication (Skill U4)	Intermediate (Level 2)

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 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 aggregate of the weighted 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:  
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>

## ASSESSMENT NOTES

- 1 APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)

## OTHER REQUIREMENTS

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