



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: Guiding and Managing

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	3004	91069	2, 2009	ONC	1.00	Fraser Coast

Academic group:

FOEDU

Academic org:

FOEDUC

Student contribution band:

National Priority Teaching

ASCED code:

070199

STAFFING

Examiner: Trevor Black

Moderator: Rick Churchill

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

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. 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

On completion of this course students will be able to:

1. demonstrate a sound understanding of the various strategies used by educators to establish, communicate and maintain clear expectations of all involved in the learning environment. (Assignment 1A/B, and Assignment 2)
2. demonstrate a sound understanding of the various strategies used by educators to establish and maintain positive relationships with students, colleagues and administration. (Assignment 1A/B, and Assignment 2)
3. demonstrate a theoretical understanding of a guidance approach to behaviour management, particularly as they are based on productive relationships and effective communications (Assignment 1)
4. demonstrate a theoretical understanding of the contextual nature of student behaviour and recognition of the diverse needs of all students (Assignment 1)
5. demonstrate the application of a framework for understanding student behaviour (Assignment 2)
6. in the form of a behaviour management plan, articulate a range of incremental strategies for managing the learning environment (Assignment 2)
7. demonstrate the application of a considered and informed professional approach in responding to challenging behaviours in ways that are consistent with current policies (Assignment 2)
8. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies (Assignment 1)
9. 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. (Assignment 1 & 2)
10. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing. (All assignment items)

TOPICS

	Description	Weighting (%)
1.	Guiding and managing in inclusive school environments	20.00
2.	Theories and approaches to behaviour management	15.00
3.	Personal and social contexts and Diversity	15.00
4.	Critical constructivism, Effective communications and Relationships	20.00
5.	Children who challenge	15.00
6.	Self care & Professional networks	15.00

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).

Danforth, S, & Smith, TJ 2005, *Engaging Troubling Students*, Cerwin Press, Thousand Oaks, CA. (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.

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>

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

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

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

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

Porter, L 2006, *Student behaviour: theory and practice for teachers*, th edn, Allen & Unwin, St Leonards, NSW.

Rogers, B 2007, *Behaviour management: a whole school approach*, 3rd 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
ASSIGNMENT 1A & 1B	50.00	50.00	21 Aug 2009	3, 4, 8, 10	U2	3
ASSIGNMENT 2	50.00	50.00	30 Oct 2009	5, 6, 7, 10	U1, U3	3, 3

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)	Advanced (Level 3)
Problem Solving (Skill U2)	Advanced (Level 3)
Academic & Professional Literacy (Skill U3)	Advanced (Level 3)

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. It is the student's responsibility to attend and participate appropriately in the residential school.
- 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 available 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 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.

OTHER REQUIREMENTS

- 1** Students will require access to e-mail and Internet access to UConnect 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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