



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: School Community and Classroom Relations

| Subject | Cat-nbr | Class | Term    | Mode | Units | Campus       |
|---------|---------|-------|---------|------|-------|--------------|
| SEC     | 3207    | 90821 | 2, 2009 | ONC  | 1.00  | Fraser Coast |

|                                   |                            |
|-----------------------------------|----------------------------|
| <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: Mark Tyler  
Moderator: Barry Fields

### 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 of predominantly internet sites and eReserve readings 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 |
|-------------------|-------|
| Directed Study    | 70.00 |
| Independent Study | 70.00 |

## ASSESSMENT DETAILS

| Description  | Marks out of | Wtg (%) | Due date    |
|--------------|--------------|---------|-------------|
| ASSIGNMENT 1 | 40.00        | 40.00   | 09 Oct 2009 |
| ASSIGNMENT 2 | 60.00        | 60.00   | 30 Oct 2009 |

## 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 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> 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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