Description: Teachers and A Supportive School Environment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>3326</td>
<td>10778</td>
<td>1, 2002</td>
<td>ONC</td>
<td>1.00</td>
<td>TWMBA</td>
</tr>
</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070105

STAFFING
Examiner: Barry Fields
Moderator: Michelle Aniftos

RATIONALE
Teachers today are faced with an increasingly diverse student enrolment. Of particular concern are those students who have difficulty adjusting to the expectations and demands of the school and its curriculum, and who exhibit behaviour which is (1) disruptive of classroom/school operations, (2) incompatible with the development of positive interpersonal relations, and (3) indicative of significant problems in social/emotional adjustment. Teachers, novice and experienced, rank behaviour management as one of their primary professional concerns. Problems experienced in this facet of teacher's work are a major contributing factor to teacher dissatisfaction, stress and decisions to leave the service. It is critical that teachers acquire, early in their career, a basic understanding of the nature of student behaviour problems and competence in how these problems can be managed.

SYNOPSIS
In this course students are introduced to a wide range of methods and strategies for managing the difficulties presented by secondary students who exhibit behavioural and adjustment problems. The context for the coverage of this topic is the concept of the "supportive school environment", where class teachers, school administrators, parents, and students work together to resolve difficulties and to foster a school environment which is conducive to both personal development and the achievement of important school aims and objectives. Particular attention will be given to the types of behavioural problems secondary teachers encounter, models of behaviour management, strategies for conflict resolution, social skills training, and teacher-student relations. In addition, knowledge of the legal requirements and implications of teacher's interactions with students in the context of behaviour management will be covered.
OBJECTIVES

On successful completion of this course students will be able

- to: define discipline and behaviour management and describe how views about these two concepts have changed over the course of the past century; describe and discuss Education Queensland's current policy on discipline/behaviour management; distinguish between preventive and corrective management; describe and critically discuss the major features of up to ten models of behaviour management; describe and discuss the utility of school and classroom based programs of social skills training, anger management and conflict management; develop and justify a personal model of behaviour management drawing on information presented throughout the semester and on the models of behaviour management introduced in the course.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History of and perspectives on discipline and behaviour management</td>
<td>5.00</td>
</tr>
<tr>
<td>2. School discipline policy</td>
<td>5.00</td>
</tr>
<tr>
<td>3. Preventive and corrective behaviour management</td>
<td>30.00</td>
</tr>
<tr>
<td>4. Models of behaviour management</td>
<td>35.00</td>
</tr>
<tr>
<td>5. Social skills training, anger management, and conflict management</td>
<td>15.00</td>
</tr>
<tr>
<td>6. A personal model of behaviour management</td>
<td>10.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


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.

To be notified.
STUDENT WORKLOAD REQUIREMENTS

ACTIVITY HOURS
Assessment 14
Directed Study 70
Lectures 24
Private Study 44
Tutorial 12

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT</td>
<td>999.00</td>
<td>40.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td>(see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMINATION (1.5 HOURS)</td>
<td>999.00</td>
<td>60.00</td>
<td>Y</td>
<td>END S1</td>
</tr>
<tr>
<td>(see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. COURSE Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. Each assessment item must be submitted and passed.
6. Assignments submitted after the due date may be penalised in accordance with the University policy on assignments.