Description: Teachers and a Supportive School Environment

<table>
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<th>Subject</th>
<th>Cat-nbr</th>
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<th>Term</th>
<th>Mode</th>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070105

STAFFING
Examiner: Barry Fields

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

To be notified.
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
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<td>Lectures</td>
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<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
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<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>50.00</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>50.00</td>
<td>15 Jun 2004</td>
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NOTES:
1. Letter grades will be used in this course and displayed in the Notes Section.

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 a grade of C- for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each month late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least a C- for each item.

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 (or 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 five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

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 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted and passed.

OTHER REQUIREMENTS

1. Students will require access to e-mail and Internet access to USQConnect for this course.
2. Students are to use a recognised referencing system as specified by the course examiner.