Description: Cultivating Successful and Resilient Young Adolescents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>ONC</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070103

STAFFING
Examiner: Kathryn Young
Moderator: Stephen Smith

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.)

RATIONALE
Middle Phase learners (years 6-9) are unique. It is a period when physical, emotional, intellectual and social changes increasingly influence their behaviour, beliefs, concerns and motivations. Middle phase students crave support and a sense of belonging and identity. It is a period of developing and redefining power within relationships. Peer influence usually reaches a peak during this phase. For many students this is a period for 'testing the boundaries' with risk taking behaviour increasing. Often they become more prone to emotional distress potentially manifesting itself in self harming behaviour. Recent studies suggest that this is also the stage when many students make least progress in learning with the gap between low and high achievers widening. Increasing numbers of students lose their enthusiasm for learning and disengage from traditional learning activities. Conversely, many middle year learners possess many positive qualities. They tend to be enthusiastic and creative and they value justification and substantiation. Many are IT 'savvy' and are keen to bond with adults. This course aims to assist pre-service teachers to develop an understanding of middle phase learners. This understanding will provide a basis for the creation of supportive and challenging learning environments that contribute to the health and success of middle learners.

SYNOPSIS
This course will enable pre-service educators to develop an understanding of how adolescent physical and emotional development impacts on student learning and wellbeing. It will assist those enrolled to develop classroom and school strategies that enhance student resilience and identify
and foster student success. Intending students should be aware that they require regular access to
electronic resources including email and the Internet.

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. devise supportive classroom and school strategies to assist students to achieve success
   (Assignments 1 and 2)
2. enact strategies to assist students to develop resilience and tolerance (Assignment 1)
3. identify physical and emotional aspects of adolescent development (Assignment 1)
4. identify aspects of adolescent development which impact on student wellbeing (Assignment
   2)
5. demonstrate effective communication skills (Assignments 1 and 2)
6. demonstrate competence in and appropriate use of language and literacy, including spelling,
   grammar, punctuation and bibliographic referencing (Assignment 2).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. What is 'success' and 'resilience'?</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Alienation, connectedness and adolescent emotional health</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Developing environments and strategies that promote resilience</td>
<td>20.00</td>
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<tr>
<td>4. Creating opportunities for students to succeed</td>
<td>20.00</td>
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<tr>
<td>5. Barriers and protective factors</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).

There are not texts prescribed for this course.

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.


Mind Matters resource kit, 2005, Curriculum Corporation, VIC.
Fuller, A 2001, *Raising real people*, ACER,
Fuller, A 1998, *From surviving to thriving*, ACER,
Fuller, A, Bellhuse, B & Johnson, G 2004, *The heart masters: building resilience and managing the difficult years*, Inyahead Press,

**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorials</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
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<td>40.00</td>
<td>23 Jul 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>05 Nov 2007</td>
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</table>

**NOTES**

1. Assignment 1 is ongoing assessment.

**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 10% of the total marks gained by the student for the assignment will apply for each working day 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 complete and submit all of the summative assessment items and 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:
Any Deferred or Supplementary examinations for this course will be held at the examiner’s discretion and the examiner will advise students involved in writing of the date, time and location of any such examination. 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 twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University’s assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

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

9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
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 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.