

FACULTY OF EDUCATION AND ARTS

SCHOOL OF EDUCATION

MCAULEY CAMPUS

BRISBANE

SEMESTER 2, 2018

On Campus - Attendance

EDFD604: FOSTERING POSITIVE BEHAVIOUR

UNIT OUTLINE

Credit points: 10

Prerequisites: Nil

It is your responsibility as a student to ensure that you have met the prerequisites for this unit. The University reserves the right to withdraw students from units where prerequisites have not been met.

You may not enrol in this unit if you have previously passed, or are currently enrolled in, any unit identified as incompatible with this unit. If you choose to complete two incompatible units within one program of study, the University reserves the right to recognise credit for one unit only towards your award.

If you do not meet any of the requirements above you must see your Course Coordinator for guidance.

Position in course map:

| Course | Unit code | Year | Semester |
|--------|-----------|------|----------|
| MTCHS | EDFD604 | 1 | 2 |

N.B. Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable nor completion within the minimum time.

Description:

This unit is designed to critically evaluate the theory and practice of behaviour management in educational settings (primary or secondary). Schools and teachers need to be proactive in establishing a safe whole school context, supported by parent/carers and community stakeholders, to foster positive behaviour and manage challenging behaviour. As such, the major focus of this unit is the role of the classroom teacher, school administration and parents/carers in developing and implementing appropriate curriculum and management principles related to behavioural management across the whole school.

Lecturer in Charge (LIC):

Dr Paul Rumble

Office location: 207.1.06

Email: paul.rumble@acu.edu.au

Contact me: Email

Mode/attendance pattern:

Attendance

Duration:

This unit runs over a 12 week semester (see Study Schedule below). You should anticipate 36 hours of directed study (Directed study might include lectures, tutorials, webinars, podcasts etc). It is expected that you will also engage in significant amounts of self-directed learning in this unit (110+ hrs). For example, this time could include engagement through reading, summarising, reviewing lecture and tutorial work, critical reflection, contributing to online discussions and forums in LEO and assignment preparation. Each student is encouraged to engage regularly with LEO and participate in the module activities.

LEARNING OUTCOMES

This unit contributes to a professional program that requires development of particular attributes that were established during the program's internal approval and external accreditation processes.

On successful completion of this unit, you should be able to:

1. demonstrate in-depth knowledge and understanding of principles, codes of ethics and conduct and legislative requirements regarding student well-being and safety impacting on classroom management in school settings, through a variety of stakeholder perspectives, including parents/carers (GA1, GA5, GA8; APST: 3.7, 4.4, 7.1, 7.2)
2. critically analyse and evaluate a range of theories, policies and practices of classroom and behaviour management to support inclusive student engagement and improved student learning outcomes (GA4, GA8; APST 3.6, 4.1, 4.3, 4.4, 7.2)
3. synthesise and develop principles and policies relevant to promoting positive behaviour in classes and schools, in partnership with students and parents/carers (GA1, GA3, GA5, GA8; APST: 3.7, 4.1, 4.3, 4.4, 7.1, 7.2, 7.3)
4. critique and synthesise behavioural management principles and approaches for the purpose of identifying and implementing practical, ethical strategies for managing challenging behaviours in collaboration with students, parents/carers, external professionals and community representatives (GA1, GA4, GA8; APST: 7.1, 7.2, 7.3, 7.4).

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Professional Standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. For teacher registration purposes, the 'Graduate' Standards are the benchmark for those completing initial teacher education programs and applying for provisional registration. You can view the complete set of standards here:

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 3.7 Describe a broad range of strategies for involving parents/carers in the educative process.
- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour
- 4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements

- 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
- 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

GRADUATE ATTRIBUTES

Each unit in your program contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at <http://www.acu.edu.au/204356>. All Australian universities have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop Graduate Attributes.

On successful completion of this unit, you should have developed your ability to:

successful completion of this unit, pre-service teachers should have developed their ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA3 apply ethical perspectives in informed decision making
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA8 locate, organise, analyse, synthesise and evaluate information

CONTENT

Topics will include:

- Theories and models of classroom behaviour management in schools.
- Approaches and strategies to develop and review whole school and classroom positive learning environments.
- Codes of ethics and conduct, and legislative requirements, with regard to managing behaviour.
- Student engagement, effective teaching and learning, prosocial behaviour.
- Student wellbeing, mental health and safety: risks and protective factors.
- Strategies that support students' well-being and safety, working within school and/or system requirements, and family and community contexts.
- Self-care and managing personal safety.
- Issues in behaviour management, attribution for misbehaviour, including socio-cultural and socio-historical factors, family and community, and school, class and teacher factors.
- Interaction between curriculum and behaviour management.
- Aspects of positive classroom management including:
 - establishing and maintaining supportive and safe learning environments;
 - motivating students and maintaining positive behaviour;

- preventing and minimising behaviour problems;
- resolving behaviour problems and building pathways to support positive behaviour;
- defusing aggressive students/situations
- working collaboratively with parents/carers, external professionals and community representatives.
- Networks of support and collaboration to manage challenging behaviour.
- Bullying identification, prevention and response strategies in school and social media contexts.

TEACHING AND LEARNING STRATEGIES

Delivery may be on-campus, online, or blended mode.

The unit content will be presented in a variety of teaching-learning modes and active participation in the learning process will be encouraged where possible through self-directed and problem-based learning experiences. Through the adoption of a reflective approach to the teaching-learning process, pre-service teachers will be encouraged to critically analyse their own learning approaches and preferences in relation to the content of the unit. Teaching and learning strategies may include:

- Lectures – face-to-face and/or online – which include interactive learning situations,
- Seminars – which include analysis of critical incidents, student-led discussions, role play and practical work,
- Reading materials – includes both directed reading for the unit as well as self-directed study materials, Online activities and discussions, and
- Collaborative and co-operative learning opportunities.

LECTURE CAPTURE

Lectures/tutorials for this unit will be recorded and made available to students in the Communication Section on the LEO page.

QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete your SELT survey for this unit. You can also provide constructive feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

SCHEDULE

For the most up-to-date information, please check your LEO unit and also note advice from your lecturer for changes to this schedule.

| Week | Commencing | Lecture/Tutorial/ Workshop Topic | Key readings/learning activities |
|--|------------|---|--|
| 0 | 23 July | Review learning materials on unit LEO page | Post short intro/bio to <i>Our Community for-you-to-do Forum</i> |
| 1 | 30 July | Introduction: Fostering positive behaviours | McDonald Ch.1 & 2 De Nobile, Lyons and Arthur-Kelly Ch. 6 – 10 Slee (2017). Whitson (2014). <i>Our Community for-you-to-do Forum</i> Do you believe that part of your teaching responsibilities is to develop students' emotional well-being as an important aspect of teaching and engaging students in learning? |
| 2 | 6 August | Creating positive learning environments | McDonald Ch.1 & 2 <i>Our Community for-you-to-do Forum</i> Your thoughts and reflections on the elements for creating a positive learning environment? |
| 3 | 13 August | Theories and models to viewing student behaviour – Humanism and ecological perspectives | McDonald Ch.3 <i>Our Community for-you-to-do Forum</i> Making sense of the theories. Why do students behave like they do? Do teachers need theories? Your thoughts... |
| 4 | 20 August | Theories and models to viewing student behaviour | McDonald Ch.3 <i>Our Community for-you-to-do Forum</i> Consider the video clips Sumer Heights High on LEO and follow the forum prompts. |
| Assessment Task # 1 due Sunday 26 August 2018 (11:59pm) Turnitin via LEO portal | | | |
| 5 | 27 August | Theories and models to viewing student behaviour | McDonald Ch.3 & 4 <i>Our Community for-you-to-do Forum</i> After completing the PMI template, researching the different theorists, which theory/theories reflect your philosophy and beliefs about teaching, learning and young people? What values come to the fore for you as you align yourself with a particular theorist and their theories? |

| | | | |
|--|--------------|---|---|
| 6 | 3 September | Quality school, quality classrooms, quality teaching | McDonald Ch.5 <i>Our Community for-you-to-do Forum</i> <ul style="list-style-type: none">• Identify and outline inclusive teaching practices appropriate for supporting your classroom context.• How do 'I' create a positive classroom?• What do you understand to be challenging behaviour?• What is your experience? How do you deal with such behaviour? |
| 31 August is the final date to withdraw from a unit via Student Connect with no financial or academic penalty | | | |
| 7 | 10 September | Developing a behaviour management plan (BMP) | McDonald Ch. 5, 6 & 8 <i>Our Community for-you-to-do Forum</i> <ul style="list-style-type: none">• What needs to be considered when developing a behaviour management plan?• As you begin to develop your management plan/approach, to what degree do you think that elements of different theorists thinking will be incorporated into your plan? What would you leave out? |
| 8 | 17 September | Integrated balanced approach: justifying the most appropriate model of classroom management | McDonald Ch. 5, 6 & 8 <i>Our Community for-you-to-do Forum</i> In your management plan, to what degree have you incorporated 'democratic' principles? |
| | 24 September | Mid Semester Break | |
| 9 | 1 October | School wide positive behaviour support (SWPBS) | McDonald Ch. 4 & 8 <i>Our Community for-you-to-do Forum</i> Why a whole of school policy? |
| 10 | 8 October | Safe classrooms | McDonald Ch. 7 & 8 <i>Our Community for-you-to-do Forum</i> Identify the protective factors teachers are using to look after their students. How important are routines and rituals in keeping a safe classroom? |
| Assessment Task # 2 due Sunday 7 October 2018 (11:59pm) Turnitin via LEO portal | | | |
| 11 | 15 October | Bullying/cyberbully | McDonald Ch. 6 <i>Our Community for-you-to-do Forum</i> What is your position on zero tolerance? What are the signs that a child is being bullied? |
| 12 | 22 October | Engaging the parent voice | McDonald Ch. 5, 6 & 8 |

| | | | |
|---|------------|--------------------------------|--|
| | | Looking back...Looking forward | <i>Our Community for-you-to-do Forum</i> <ul style="list-style-type: none"> • Identify strategies/ways to work collaboratively with teacher aides, parents, other teachers. • In your teaching, have you seen a child's dignity sacrificed for the sake of discipline? On reflection how did you feel and what do you think about this now? |
| 13 | 29 October | 6 Week PEP commences | |
| 2 November is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains. | | | |

Please note: If you are enrolled in a practicum unit this semester, placement dates will be will be supplied by the Professional Experience Placement Office.

ASSESSMENT

The assessment tasks for this unit are designed for you to demonstrate your achievement of the learning outcomes.

In order to demonstrate sufficient achievement against the learning outcomes and to achieve a passing grade in the unit, it is a requirement that all assessment tasks must be submitted.

| Assessment tasks | Due date | Weighting (%) | Learning outcomes assessed | Graduate Attributes assessed | APSTs addressed |
|--|--------------------------------|---------------|----------------------------|--------------------------------------|--|
| Assessment Task 1: Genre: Analytical Essay Critical analysis of incident of challenging behaviour, demonstrating critical understanding of different theories and approaches used in the management and promotion of positive behaviours. (2750 words) | Sunday 26 August 11.59pm | 50% | 1, 2, 3, 4 | GA1, GA3, GA4, GA5, GA8, | 3.6, 3.7 4.1, 4.3, 4.4, 7.1, 7.2, 7.3, 7.4 |

| | | | | | |
|--|--------------------------------|-----|------------|--------------------------------------|--|
| Assessment Task 2: Genre: Report Choose A or B only A. Investigation into whole school behaviour management policies and practices to support inclusive student participation and engagement in class and school activities, as observed in pre-service teacher's current or recent context. OR B. Development and justification of a Behaviour Management Plan, synthesising two to three key approaches to classroom management and linking to specific strategies for managing challenging behaviour. (2750 words). | Sunday 7 October 11.59pm | 50% | 1, 2, 3, 4 | GA1, GA3, GA4, GA5, GA8, | 3.6, 3.7 4.1, 4.3, 4.4, 7.1, 7.2, 7.3, 7.4 |
|--|--------------------------------|-----|------------|--------------------------------------|--|

Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student's performance on the assessment tasks and the LiC's professional judgement about the student's demonstration of the learning outcomes.

Students will be assigned a mark for each assessment task. The combined total score out of 100% will be used to determine the final grade as per the table below.

| Overall Grade | Descriptor | Minimum total assessment score |
|---------------|--|--------------------------------|
| HD | Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline. | 85% |
| DI | Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication. | 75% |
| CR | Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability. | 65% |
| PA | Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions. | 50% |
| NF | Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible. | 45% |
| NN | Little or no attainment of learning outcomes, with limited understanding of course content or skill development | 0 |

This Unit USES HD – NN RUBRIC:

1. Performance against each criterion in each assessment task will be graded using a 5 point scale which will be shown on the criteria sheet for the task.
2. Each criterion grade will be converted to a numerical value
 - HD = 6
 - DI = 5
 - CR = 4
 - PA = 3
 - NN = 0 or 1
2. For Assessment Task 1, the numerical grades from the 5 criteria will be summed to give a score out of 30 and then scaled to give a score out of 50 for assessment task 1>.
3. For Assessment Task 2, the numerical grades from the 5 criteria will be summed to give a score out of 30 and then scaled to give a score out of < insert weighting for assessment task 2>.
4. The three scores will be summed to give a total score out of 100. Non-submission of a task will result in a score of 0 for that task.
5. The overall grade for the unit will be awarded by the Lecturer in Charge using their professional judgement and after consideration of the total assessment score and the descriptor for each grade (set out in the table above). Note that all marks and grades are subject to moderation.

ASSESSMENT TASKS**ASSESSMENT TASK 1 (AT1)**

| | |
|------------------------------------|--|
| Due date: | Sunday 26 August 2018 by 11:59pm |
| Weighting: | 50% |
| Length and/or format: | 2,750 |
| Purpose: | The purpose of this task is to assist students to gain an enduring understanding of behaviour theory that will contribute significantly to pre-service teachers planning and classroom practise by creating, managing and sustaining a classroom environment in positive and effective ways. |
| Learning outcomes assessed: | 1, 2, 3 & 4 |
| How to submit: | Through Turnitin via the portal on LEO. (NB: within 3 weeks in accordance with ACU policy) |
| Return of assignment: | Through Turnitin via the portal on LEO. |
| Assessment criteria: | The assessment task will be assessed according to the criteria sheet (rubric) as per unit outline and on LEO. |

Assessment Task 1 (AT1)

YOUR TASK:

As Pastoral Coordinator in your school, the Senior Leadership Team has asked you to make a presentation to staff at the next scheduled Profession Development session. You are required to provide a critical analysis of behaviour theory as applied to an incident of challenging behaviour recently experienced in the school. Your analysis will demonstrate critical understanding of different theories and approaches used in the management and promotion of positive behaviours.

PURPOSE:

The purpose of this task is to assist students to gain an enduring understanding of behaviour theory that will contribute significantly to pre-service teachers planning and classroom practise by creating, managing and sustaining a classroom environment in positive and effective ways.

PRODUCT:

Each student is required to submit an **academic analytical essay genre** of 2,750 words.

PROCEDURE:

In considering your analysis of challenging behaviour scenario/incident:

- Clearly identify and articulate what you mean by challenging behaviour in your school context. For example, think of a scenario/incident (bullying, cyberbullying, discrimination);
- Critically discuss how the scenario/incident might be managed/addressed within the classroom and/or school?
- Critique and discuss the different behaviour management theories and related research literature on how the theory might inform the best way forward;
- Critique of the teacher's / school's response in relation to the concerns the scenario/incident raises about child/adolescent wellbeing;
- With reference to at least two behaviour management theories suggest other processes, adjustments to teaching programs that demonstrate knowledge and understanding of principles, codes of ethics and conduct and legislative requirements regarding student well-being and safety;
- Suggest how to involve students, parents and carers in maintaining positive behaviours;
- Communicate using clear and concise language of an **academic analytical essay genre** in the field of inclusive education allowing for the use of appropriate conventions.
- APA academic referencing style to be used.
- A suggested template is provided on LEO as a helping tool. It is a guide only and is for you to use and adapt as you see fit. It is not prescriptive.

Possible theorists/approaches

- | | |
|--|---|
| • Lee and Marlene Canter | <i>Assertive Discipline</i> |
| • Fredric Jones | <i>Positive Classroom Discipline</i> |
| • Linda Albert | <i>Cooperative Discipline</i> |
| • Spencer Kagan, Patricia Kyle & Sally Scott | <i>Win-Win Discipline</i> |
| • Thomas Gordon | <i>Discipline as Self control</i> |
| • Jane Nelsen, Lynn Lott & H. Stephen Glenn | <i>Positive Discipline in the Classroom</i> |
| • Richard Curwin and Allen Mendler | <i>Discipline with Dignity</i> |
| • Barbara Coloroso | <i>Inner Discipline</i> |
| • Lindy Petersen | <i>Stop, Think, Do</i> |
| • Arnold Goldstein | <i>Skill streaming</i> |
| • Marvin Marshall | <i>Discipline without stress, punishment or rewards</i> |
| • Craig Seganti | <i>Classroom discipline 101</i> |
| • Martin Brokenleg & Larry Brendtro | <i>Circle of courage</i> |

- Harry and Rosemary Wong *Effective Teaching*
- Diane Gossen *Real Restitution*
- Ronald Morrish *Real Discipline*
- Steve de Shazer and Insoo Kim Berg (or Louise Porter) *Solution focussed brief therapy*
- Ed Ford *Responsible Thinking*
- Paul Alberto & Anne Troutman *Applied Behaviour Analysis*
- Glasser *Choice theory*
- Rogers *Freedom and choice*
- **NB Other** ***Discuss with lecturer***

ASSESSMENT TASK 2 (AT2)

| | |
|------------------------------------|--|
| Due date: | Sunday 7 October 2018 by 11:59pm |
| Weighting: | 50% |
| Length and/or format: | 2,750 words |
| Purpose: | The purpose of this assessment task is to build on assessment task 1 and develop students understanding of inclusive approaches to behaviour management. Students are to discuss and critically evaluate behaviour management policies within their local school context. This task will give pre-service teachers opportunities to develop knowledge, skills and understandings that will assist them to manage their classrooms in positive and successful ways. |
| Learning outcomes assessed: | 1, 2, 3 & 4 |
| How to submit: | Through Turnitin via the portal on LEO. |
| Return of assignment: | Through Turnitin via the portal on LEO. (NB: within 3 weeks in accordance with ACU policy) |
| Assessment criteria: | The assessment task will be assessed according to the criteria sheet (rubric) as per unit outline and on LEO. The same criteria sheet (rubric) applies no matter which option you choose. |

Assessment Task 2

Choose A or B only

A

As Team Leader (Teaching) of a specific cohort in primary (Years 4 - 6) or secondary (Years 7 - 9) you have been asked to investigate whole school behaviour management policies. You are to report back to your team by critically analysing and evaluating practices that support inclusive student participation and engagement in class and school activities.

OR

B

As Team Leader (Teaching) of a specific cohort in primary (Years 4 - 6) or secondary (Years 7 - 9) you have been asked to develop and justify the need for a Behaviour Management Plan, synthesising two to three key theoretical approaches to classroom management and linking to specific strategies for managing challenging behaviour.

PURPOSE:

The purpose of this assessment task is to build on assessment task 1 and develop students understanding of inclusive approaches to behaviour management. Students are to discuss and critically evaluate behaviour management policies within their local school context. This task will give pre-service teachers opportunities to develop knowledge, skills and understandings that will assist them to manage their classrooms in positive and successful ways.

PRODUCT:

Each student is required to submit a **report evaluating inclusive behaviour management policies** of 2,750 words.

PROCEDURE:

Two Options

Option A

Report of investigation into behaviour management policies and practices; you might consider:

- Investigating the theoretical underpinnings for the whole school's policy/approach to behaviour management? How do they relate to the mission or values of the school?
- Identify the key features of the whole school policy and individual classroom teacher's approach to behaviour management? Are National and other relevant policy requirements/frameworks/guidelines/research literature evident in the documented material (e.g. National Safe Schools Framework, Codes of Ethics, school and system legislative requirements)?
- Critically evaluate school policies showing how supportive or otherwise they are of inclusive student participation and engagement in class and school activities;
- Critically discuss the implications for practice in relation to your local school context and propose strategies to promote classroom climate, student wellbeing and pedagogical practise;
- What strategies are there for inducting new staff into the policy and working effectively with colleagues, parents/carers, external professionals and community representatives? How are staff supported?
- Provide a brief set of recommendations based on a review of literature and evidence for support of the existing policy and practices, or an alternative approach.
- Communicate using clear and concise language of an **academic report genre** in the field of education allowing for the use of appropriate conventions;
- APA academic referencing style to be used; and
- A suggested template is provided on LEO as a helping tool. It is a guide only and is for you to use and adapt as you see fit. It is not prescriptive.

Option B

Report justifying the need for a Behaviour Management Plan (BMP); you might consider:

- Discuss the philosophical underpinnings and beliefs about learning and teaching including how this has developed throughout the course and the influences on that development. This may include beliefs about how children learn, what influences behaviour, the outcome and intention of interventions, the degree of control, and the role of the teacher.
- Synthesis of two to three key approaches to classroom behavior management that reflect your philosophy and beliefs, and justify linking to your plan;
- Demonstrate a knowledge and understanding of inclusive approaches to behaviour management;
- Discuss the implications for practice in relation to your local school context and propose a behaviour management plan containing strategies promoting classroom climate, student wellbeing and inclusive pedagogical approaches;
- Identify strategies for working effectively with colleagues, parents/carers, external professionals and community representatives;
- Provide a brief set of recommendations based on the review of literature and evidence for support of the existing policy and practices, or an alternative approach;
- Communicate using clear and concise language of an **academic report genre** in the field of education allowing for the use of appropriate conventions;
- APA academic referencing style to be used; and
- A suggested template is provided on LEO as a helping tool. It is a guide only and is for you to use and adapt as you see fit. It is not prescriptive.

REFERENCING

This unit requires you to use the American Psychological Association (APA) referencing system (6th edition). See the '[Academic referencing](#)' page from the Office of Student Success for more details. Helpful information on referencing electronic sources may be found at the official [APA](#) site. Link to the library's [APA Referencing](#). Explore the site as necessary.

ACADEMIC INTEGRITY

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available from the website. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

Turnitin

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

The Unit Outline Resources page <http://students.acu.edu.au/241467> contains several important links as a starting point.

PROCESSES WHERE PERSONAL CIRCUMSTANCES AFFECT PERFORMANCE IN ASSESSMENT

A student for whom personal circumstances affect their performance may be eligible to apply for special consideration, deferred examinations or extensions for assessments in accordance with Section 3 of the Assessment Procedures.

Extensions

Extensions may be granted at the discretion of the Lecturer in Charge, where students can provide documentary evidence of accident, illness, and/ or unforeseen and exceptional circumstances that significantly hamper participation or performance in an assessment task.

University semester dates are published well in advance of the start of any academic year, and as such holidays and other travel commitments will not be considered.

Extension applications must be made by completing an EX form.

Extension applications must be submitted at least one full day before the due date of the task, in line with ACU policies and procedures. Applications made after this deadline will not be considered.

Extensions of one calendar week are standard. The maximum extension normally possible is two calendar weeks. If you require more than two calendar weeks, please submit an Application for Special Consideration.

Special Consideration

Students experiencing personal circumstances which significantly hamper their participation or performance in an assessment task or examination should apply for special consideration, where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

Applications for special consideration must be lodged not later than 5 working days after the relevant assessment due date.

Requests for special consideration must be made on the appropriate form (SC) and must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.

Group Work

Where assessment takes the form of group work and one or more students in the group applies for an extension, all members of the group must be listed on the extension request form. If the request is approved, the Lecturer in Charge will then contact all members of the group to advise a new due date.

Late Submission of Assignments

Assessment tasks submitted after the due or extended date will incur, for each whole or part of a calendar day that the work is overdue, a 5% penalty of the maximum marks available for that assessment task up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark.

See section 3 of the Assessment Procedures.

If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Deferred Exams

In certain circumstances, students may be eligible to apply to sit a deferred exam. For more information, please see <https://handbook.acu.edu.au/623805>.

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the **Office of Student Success**.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
- **Indigenous Units** on each campus provide information and support for students.

The Unit Outline Resources web page <http://students.acu.edu.au/241467> provides links for each service.

WORKING WITH CHILDREN AND POLICE CHECKS

All pre-service teachers participating in the Professional Experience Program (PEP) must obtain background checks as required by Federal and State/Territory laws. Please refer to the Faculty's **Professional and Community Experience**¹ webpage for requirements in your local State/Territory. The Professional Experience Office will provide further information about the PEP prior to students commencing the program.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/ discussion forums. Go to the unit page on LEO <https://leo.acu.edu.au/course/view.php?id=26250> for more details about modules, assessment, learning activities and resources.

In addition, for this unit you will be required to use the following technologies: Adobe Connect add-on and webcam capacity to participate fully in the live classroom sessions.

¹ <https://students.acu.edu.au/405437>

TEXTS AND REFERENCES:

Required text

McDonald, T. (2013). *Classroom management: Engaging students in learning* (2nd ed.). South Melbourne, Vic: Oxford University Press. (available as an eBook through the ACU library).

Recommended references

Slee, P (2017). *School bullying: Helping students cope*. Oxon: Routledge.

Whitson. S. (2014). *8 keys to end bullying: Strategies for parents and schools*. New York, USA: Norton.

De Nobile, J., Lyons, G. and Arthur-Kelly, M. (2017) *Positive Learning Environments – Creating and Maintaining Productive Classrooms*. South Melbourne, Vic: Cengage Learning.

Further references

Ashman, A., & Elkin, J. (Eds). (2012). *Education for inclusion and diversity* (4th ed.). Frenchs Forest, NSW: Pearson Education Australia. (available as an eBook)

Berns, R. (2013). *Child, family, school, community* (9th ed.). Belmont, CA: Wadsworth Cengage Learning.

Charles, C.M. (2014) *Building classroom discipline* (11th ed.; International edition). Boston: Pearson Education. (available as an eBook through the ACU library).

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2015). *Teaching: Challenges and dilemmas* (5th ed.). South Melbourne. Vic: Cengage Learning Australia.

Lyons, G., Ford, M., & Slee, J. (2014). *Classroom management: Creating positive learning environments* (4th ed.). South Melbourne, Vic: Cengage Learning.

Richmond, C. (2007). *Teach More Manage Less: A Minimalist Approach to Behaviour Management*. Sydney, NSW: Scholastic Publications.

Roffey, S. (2011). *Changing behaviours in schools: Promoting positive relationships and wellbeing*. London: Sage publications. (available as an eBook Chapters only through the ACU library).

Rogers, W. (2011). *You know the fair rule: Strategies for positive and effective behavior management and discipline in schools* (3rd ed.). Camberwell, Vic: Australian Council for Educational Research (ACER).

Shindler, J. (2009). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. Los Angeles, CA: Wiley & Sons. (available as an eBook through the ACU library).

Extended reading

Fuller, A. (2013). *From surviving to thriving: Mental health in young people*. Camberwell, Vic: Australian Council for Educational Research (ACER).

Jensen, E. (2003). *Tools for engagement: Managing emotional states for learner success*. San Diego, CA: Brain Store.

Manocha, R. (2017). *Nurturing young minds: Mental wellbeing in the digital age*. Sydney, NSW: Hachette Australia. (available as an eBook)

Ministerial Advisory Committee for Educational Renewal (2005). The Report of the Behaviour Management in Queensland Schools Sub-Committee of the Ministerial Advisory Committee for Educational Renewal (MACER), Department of Education and the Arts, Queensland.
https://kawanawaterssc.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Teach%20and%20Learning/Essential%20Skills%20for%20Croom%20management%20micro_skills_.pdf

- Noble, T. & McGrath, H. (2013). Well-being and resilience in education. In I. Boniwell, S. A. David, & A. C. Ayers (Eds.), *Oxford handbook of happiness*. London: Oxford University Press.
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199557257.001.0001/oxfordhb-9780199557257-e-043> (you will need to access via the ACU library website)
- Pendergast, D., Main, K. & Bahr, N. (2017). *Teaching middle years: Rethinking curriculum, pedagogy and assessment* (3rd ed.). Crows Nest, NSW: Allen & Unwin.

| Criteria | High Distinction | Distinction | Credit | Pass | NN |
|--|--|---|--|---|---|
| Knowledge and understanding of behaviour theory and its application to an unproductive behaviour incident | <ul style="list-style-type: none"> Knowledge is extensive, comprehensive. Demonstrates an exceptional understanding and insight of the context from which the ideas have emerged. | <ul style="list-style-type: none"> Knowledge is compelling and relevant. Demonstrates substantial understanding and insight of the context from which the ideas have emerged. | <ul style="list-style-type: none"> Knowledge is sound. Demonstrates a sound understanding with some insight of the context from which the ideas have emerged. | <ul style="list-style-type: none"> Knowledge is satisfactory and correct. Demonstrates a satisfactory understanding of the context from which the ideas have emerged. | <ul style="list-style-type: none"> Unsatisfactory demonstration of knowledge. Demonstrates limited understanding of content and context. |
| Critical evaluation of theory and creative process and research | <ul style="list-style-type: none"> Exceptional evidence of critical interpretive and analytical ability in consideration of the behaviour incident in relation to the theory. Conclusions, consequences and implications are logical, reflective of informed evaluation and prioritized. | <ul style="list-style-type: none"> Substantial evidence of critical interpretive and analytical ability in consideration of the behaviour incident in relation to the theory. Conclusions are drawn logically from a range of information, including opposing viewpoints; consequences and implications are identified clearly. | <ul style="list-style-type: none"> Appropriate evidence of critical interpretive and analytical ability in consideration of the behaviour incident in relation to the theory. Conclusions are drawn logically from the information and appropriate implications are identified. | <ul style="list-style-type: none"> Some evidence of critical interpretive and analytical ability of the behaviour incident in relation to the theory. Conclusions are drawn logically from the information and some implications are identified. | <ul style="list-style-type: none"> Limited or no evidence of critical evaluation Conclusions are inconsistently tied to some of the information discussed; implications are over simplified. |
| Implications for practice | <ul style="list-style-type: none"> Exceptional level of originality and insightful application of knowledge to consideration of implications for positive behaviour practice. | <ul style="list-style-type: none"> Substantial level of originality and insightful application of knowledge to consideration of implications for positive behaviour practice. | <ul style="list-style-type: none"> Original and thoughtful application of knowledge to consideration of implications for positive behaviour practice. | <ul style="list-style-type: none"> Some original and thoughtful application of knowledge to consideration of implications for positive behaviour practice. | <ul style="list-style-type: none"> Limited application of knowledge to consideration of implications for positive behaviour practice. |
| Examination of the theoretical and academic literature | <ul style="list-style-type: none"> Selection of literature provides evidence of an exceptionally high level of intellectual initiative; and scholarly articles relevant to the identified behaviour incident. | <ul style="list-style-type: none"> The review provides evidence of a high level of intellectual initiative; and scholarly articles relevant to the identified behaviour incident. | <ul style="list-style-type: none"> The review provides evidence of sound intellectual initiative; and scholarly articles relevant to the identified behaviour incident. | <ul style="list-style-type: none"> The review provides evidence of satisfactory intellectual initiative; the review generally surveys recent research studies and scholarly articles relevant to the topic (and 'problem'). | <ul style="list-style-type: none"> The review provides inadequate evidence of intellectual initiative; and scholarly articles of limited relevance to the identified behaviour incident. |
| Communication, citations and referencing | <ul style="list-style-type: none"> The introduction clearly and concisely orientates the reader/audience to the topic and establishes the main points/argument of the presentation. Written communication in the specified analytical genre is sophisticated, clear, fluent and virtually error-free. Demonstrates skillful use of high-quality, credible, relevant sources to develop critical ideas and insights. | <ul style="list-style-type: none"> The introduction clearly orientates the reader/audience to the topic and establishes the main points/arguments of the presentation. Written communication in the specified analytical genre is clear and precise and there are very few errors. Central message is precisely stated, logically developed and consistent with the supporting material. | <ul style="list-style-type: none"> The introduction appropriately orientates the reader/audience to the topic and establishes most main points of the presentation Written communication is in the specified analytical genre clear but there are some errors in expression or grammar. Central message is clear and consistent with the supporting material. Demonstrates consistent use of credible, relevant sources to support appropriate ideas | <ul style="list-style-type: none"> The introduction basically orientates the reader/audience to the topic and establishes the main points of the presentation Written communication in the specified analytical genre is satisfactory with some errors. Central message is satisfactory and understandable. Uses credible and/or relevant sources to support appropriate ideas. | <ul style="list-style-type: none"> Weak orientation to the topic. Main points unclear or ambiguous. Written communication in the specified analytical genre is not clear and there are substantial errors Central message is not satisfactorily presented. Does not use relevant sources appropriately. |

| | | | | | |
|--|--|---|---|---|---|
| | <ul style="list-style-type: none"> • APA referencing is accurate in all respects <ul style="list-style-type: none"> - in text citations - Reference list | <ul style="list-style-type: none"> • Demonstrates consistent use of credible, relevant sources to develop key ideas and insights. • APA referencing has minor inconsistencies. <ul style="list-style-type: none"> - in text citations - Reference list | <ul style="list-style-type: none"> • APA referencing has occasional inconsistencies <ul style="list-style-type: none"> - in text citations - Reference list | <ul style="list-style-type: none"> • APA referencing has some inconsistencies <ul style="list-style-type: none"> - in text citations - Reference list | <ul style="list-style-type: none"> • APA referencing is erroneous in many respects. <ul style="list-style-type: none"> - in text citations - Reference list |
|--|--|---|---|---|---|

Comments:

Overall Grade: _____ **(Weighting = 50%)**

Lecturer: _____ **Date:** _____

Student Name: _____

| CRITERION | HIGH DISTINCTION | DISTINCTION | CREDIT | PASS | NN |
|---|--|---|---|--|--|
| Introduction and orientation to the report on behaviour management policies/plan and practices | The introduction provides an exceptionally strong orientation to the topic, the structure, the parameters and the purpose of the report/behaviour plan. | The introduction provides a strong orientation to the topic, the structure, the parameters and the purpose of the report/behaviour plan. | The introduction provides a sound orientation to the topic, the structure, the parameters and the purpose of the report/behaviour plan. | The introduction provides a satisfactory orientation to the topic with some attention given to the structure, the parameters and the purpose of the report/behaviour plan. | The introduction provides an inadequate orientation to the topic with limited consideration of the structure, the parameters and the purpose of the report/behaviour plan. |
| Critical analysis of theory and policy frameworks/justification of plan from sources/literature | The report provides a highly insightful and exceptionally well-integrated critical evaluation of key behaviour theoretical perspectives, policy frameworks and research literature. | The report provides an insightful and well-integrated critical evaluation of key behaviour theory, policy frameworks and research literature. | The report provides a considered and integrated critical evaluation of key behaviour theory, policy frameworks and research. | The report provides a satisfactory critical evaluation of key behaviour theory, policy frameworks and research literature. | The report provides a limited evaluation of key behaviour theory, policy frameworks and research literature. |
| Argument structure Questions answered, argument, implications for practice and specific examples | Outstanding clarity and insightful knowledge of, the area. High level descriptions, explicitly stated points that form a very knowledgeable, logical, exceptionally well-developed approach to the topic Skilled ability to apply knowledge and experience about the topic by identifying highly relevant examples and insightfully connected. | Comprehensive detailed knowledge of the area. Strong and clear descriptions, explicitly stated points that form a logical, well developed approach to the topic. High level ability to apply knowledge and experience about the topic with excellent specific examples clearly identified and insightfully connected. | Sound knowledge of topic. Mostly clear descriptions and with stated points that form a logical approach to the topic. Effective application of knowledge and experience about the topic. to Well considered specific examples identified from the literature, and mostly connected. | Satisfactory knowledge with some points stated as to the approach to the topic. Some evidence from the literature in identifying examples and applying to the topic under consideration. | Limited or inaccurate knowledge of topic. Points hard to identify. Limited use of or no support from the literature. Inaccurate application of knowledge about the topic. Reference to no specific examples. |

| | | | | | |
|--|---|--|---|--|--|
| Summary, interpretation and implications for practice and recommendations, further research | The conclusion and recommendations provide evidence of an exceptionally high level of achievement; the report maintains the focus of the introduction, provides a summary of the contribution of the literature to extant knowledge, and describes implications for practice and future research. | The conclusion and recommendations provide evidence of a high level of achievement; the report maintains the focus of the introduction, provides a summary of the contribution of the literature to extant knowledge, and describes implications for practice and future research. | The conclusion and recommendations provide evidence of sound achievement; the report maintains the focus of the introduction, provides a summary of the contribution of the literature to extant knowledge, and describes implications for practice and future research. | The conclusion and recommendations provide evidence of satisfactory achievement; the report generally maintains the focus of the introduction, provides a summary of the contribution of the literature to extant knowledge, and describes implications for practice and future research. | The conclusion and recommendations provide evidence of limited achievement; the report is inadequate in maintaining the focus of the introduction, providing a limited to no summary of the contribution of the literature to extant knowledge, and limited in describing implications for practice and future research. |
| Academic report writing, citations and referencing | <p>The report provides evidence of exceptional communication skills. The writing is precise and concise with minimal errors in expression, grammar, spelling and punctuation.</p> <p>All sources are cited, and the reference list is completed accurately in APA (6th ed.) format.</p> | <p>The report provides evidence of high level communication skills. The writing is precise and concise with minimal errors in expression, grammar, spelling and punctuation.</p> <p>All sources are cited, and the reference list is completed accurately in APA (6th ed.) format.</p> | <p>The report provides evidence of sound communication skills. The writing is generally precise and concise with few errors in expression, grammar, spelling and punctuation.</p> <p>All sources are cited, and the reference list is generally completed accurately in APA (6th ed.) format.</p> | <p>The report provides evidence of satisfactory communication skills. The writing is generally focused with some errors in expression, grammar, spelling and punctuation.</p> <p>Most sources are cited, and the reference list is generally completed accurately in APA (6th ed.) format.</p> | <p>The report provides evidence of inadequate communication skills. The writing is unfocused with many errors in expression, grammar, spelling and punctuation.</p> <p>Sources have not been adequately cited and the reference list is inaccurately completed in APA (6th ed.) format.</p> |

Comments:

Overall Grade: _____ **(Weighting = 50%)**

Lecturer: _____ **Date:** _____