

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Guiding Behaviour

Unit ID: EDECE3022

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This unit is designed to engage Pre-Service Teachers (PSTs) with current research and practices in guiding the behaviour of children from birth to eight years of age. PSTs will revisit the core principles of early childhood education to understand the importance of responsive and sensitive education and care for young children. A range of influences including developmental, social, cultural and environmental conditions that impact upon the child will be explored. This unit will draw upon a range of theories with a particular emphasis on children's social and emotional development. PSTs will examine guidance principles and practices to develop a range of strategies to manage behaviour and support children's developing self-regulation. Responses to common challenges and diverse learners will be explored. PSTs will investigate strategies that foster ethical and professional relationships with children, families and professionals in a collaborative approach to behaviour guidance.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Identify principles of early years education and behaviour guidance approaches.
- K2.** Describe social emotional development and consider how this may impact on young children's behaviour.
- K3.** Examine a range of influences on children's behaviour, including culture, environments, relationships and guidance approaches.
- K4.** Identify guidance approaches to support positive self-esteem, sense of belonging and autonomy for diverse children.
- K5.** Identify ethical strategies to collaborate with parents/carers and children, maintaining dignity and confidentiality.

Skills:

- S1.** Integrate child development theory, particularly around social and emotional development, into teaching practice.
- S2.** Select a range of strategies and approaches that are responsive to a diverse range of strengths and needs in culturally sensitive ways.
- S3.** Identify theoretical perspectives, ethical strategies and practices in policy that will drive quality service provision for all children and families.
- S4.** Clearly communicate guidance approaches and strategies and identify professional learning needs.

Application of knowledge and skills:

- A1.** Apply strategies that support children's self-esteem, sense of belonging and autonomy.
- A2.** Develop socially inclusive strategies to guide children's behaviour and assist in the development of skills that enable self-regulation.
- A3.** Integrate relevant research and inclusive strategies to improve and apply service level policy that aligns with current frameworks and legislative requirements.

Unit Content:

Topics may include:

1. Principles of early years education
2. Principles of behaviour guidance approaches
3. Social and emotional development
4. Understanding emotions
5. Building positive relationships through verbal and non-verbal communication
6. Rethinking space, materials, timing and transitions
7. Building resilience in children
8. Meeting the needs of children for safety, wellbeing, self-esteem, sense of belonging and autonomy
9. Influences on behaviour
10. Guidance strategies and practices, including those are responsive to diverse learner needs and backgrounds

that meet legislative requirements

11. Planning using differentiation to cater for a range of diverse learners
12. Making ethical judgement and decisions.
13. Collaboration with children, families and colleagues

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S4, A1; APST: 1.5, 1.6, 4.4, 7.3	Behavior Guidance Presentation Explain a guidance approach and how guidance rather than controlling practices can support diverse children in the context of early childhood education. Discuss social and emotional development making links to relevant theories and professional documents.	Presentation	40-60%
K3, K4, K5, S1, S2, S3, S4, A1, A2, A3; APST: 1.5, 1.6, 3.1, 3.2, 3.3, 3.5,3.7 4.1, 4.4, 7.3	Behaviour Guidance Plan Using the learner profiles, policy and educational context provided devise a behaviour guidance plan, including clear goals, for the children profiled. Revise the policy, schedule and curriculum plan. Identify relevant professional learning and resources and develop strategies to provide a personalised behaviour guidance plan that would support the child in context.	Behaviour Plan	40-60%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)