



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	GUIDING BEHAVIOUR
<b>Course ID:</b>	EDECE3022
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Course:

This course 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 child development learning theory and care to understand the importance of responsive and sensitive education and care for young children. Environmental conditions that impact upon the child will be explored with particular emphasis upon social and cultural backgrounds. This course will draw upon a range of foundation and contemporary theories of learning with a particular emphasis on recent research in regard to children's social and emotional development and regulation of emotions. PSTs will explore a range of socially inclusive guidance strategies that can be implemented in a range of situations. PSTs will examine current research that underpins a guidance approach to managing the behaviours of children and how to equip young learners with skills to self-regulate. Responses to common challenges and learners with special needs will be explored and PSTs will investigate strategies that foster effective relationships with parents/carers in a collaborative approach to behaviour guidance. Evaluation of approaches and strategies will inform PSTs growing understanding of ethical and professional practice.

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

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory						

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### 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.

#### Course Content:

Topics may include:

- Principles of early years education
- Principles of behaviour guidance approaches
- Social and emotional development
- Understanding emotions
- Building positive relationships through verbal and non-verbal communication
- Rethinking space, materials, timing and transitions
- Building resilience in children
- Meeting the needs of children for safety, wellbeing, self-esteem, sense of belonging and autonomy
- Influences on behaviour
- Guidance strategies and practices, including those are responsive to diverse learner needs and backgrounds that meet curricula and legislative requirements
- Planning using differentiation to cater for a range of diverse learners

- Making ethical judgement and decisions.
- Collaboration with children, families and colleagues

**Values:**

- V1.** Appreciate the impact of child development and learning theory on children's behaviour
- V2.** Recognise the diverse range of cultural backgrounds and other influences on children's behaviour
- V3.** Understand the importance of selecting strategies and approaches that encourage the building of relationships; children's needs for safety, wellbeing and autonomy on the ability to self-regulate
- V4.** Recognise and make connection between theory, concepts and approaches related to child development, behaviour guidance and continual professional learning.

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S3; A3	AT1; AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1 A2	AT1 AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4; K5; S2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3	AT1
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5 A3	AT2 AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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 to provide a personalised 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](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Advanced
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced

4.4 Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Yes

Advanced

Professional Engagement

7. Engage professionally with colleagues, parents/carers and the community

7.3 Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

Yes

Advanced